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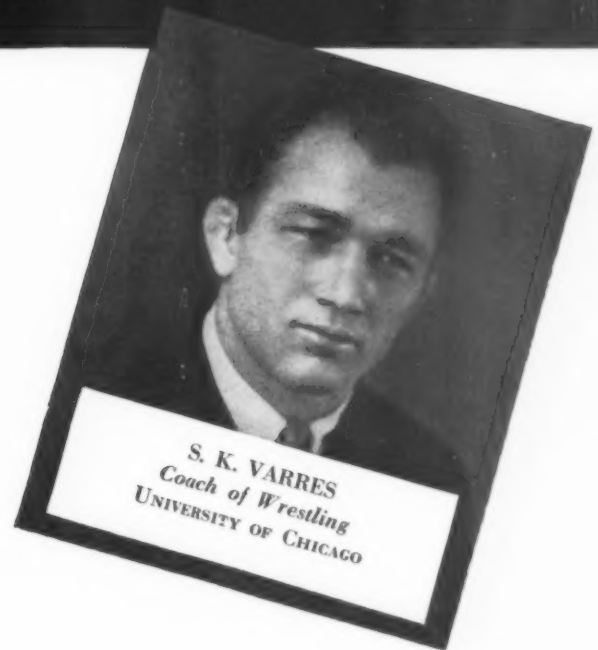
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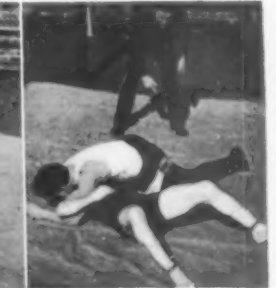
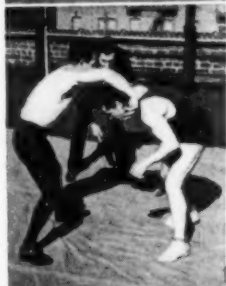
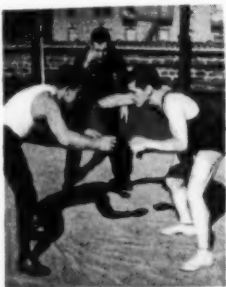
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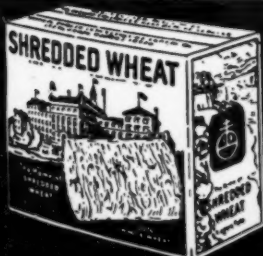


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along "O's" back, applying pressure upward while, at the same time, pressing down with his right arm. This forces "O" to lose balance and he starts falling over on his left side. "A" hastens the fall by dropping to his right knee. On the mat, "A" sticks close to "O" and never loosens his grip for a moment. As "O's" back touches the canvas, "A" quickly throws his weight upon "O's" chest and a pin is imminent. "A" keeps his body at right angle to "O's" and continues pressing down with all his weight. If "O" does not escape immediately, the longer "A" holds his advantage, the more points he accumulates and the more tiring it is to "O".

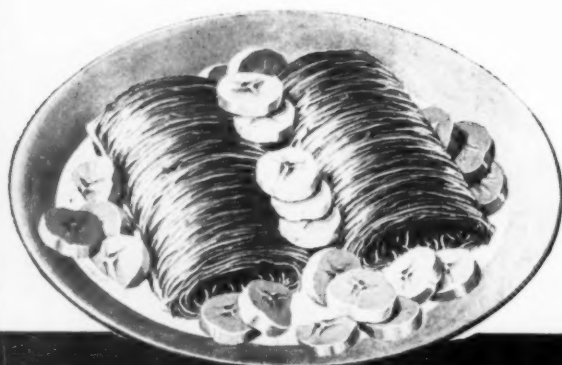
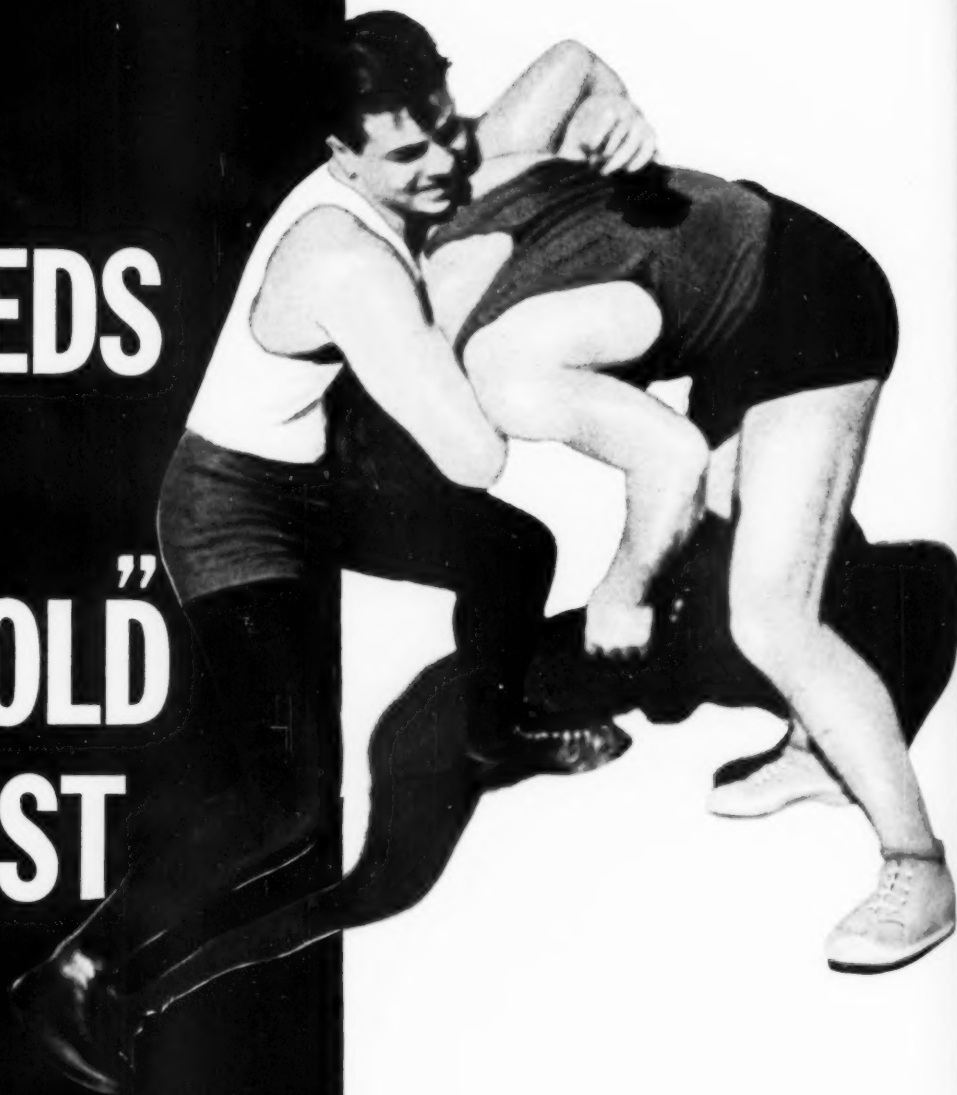


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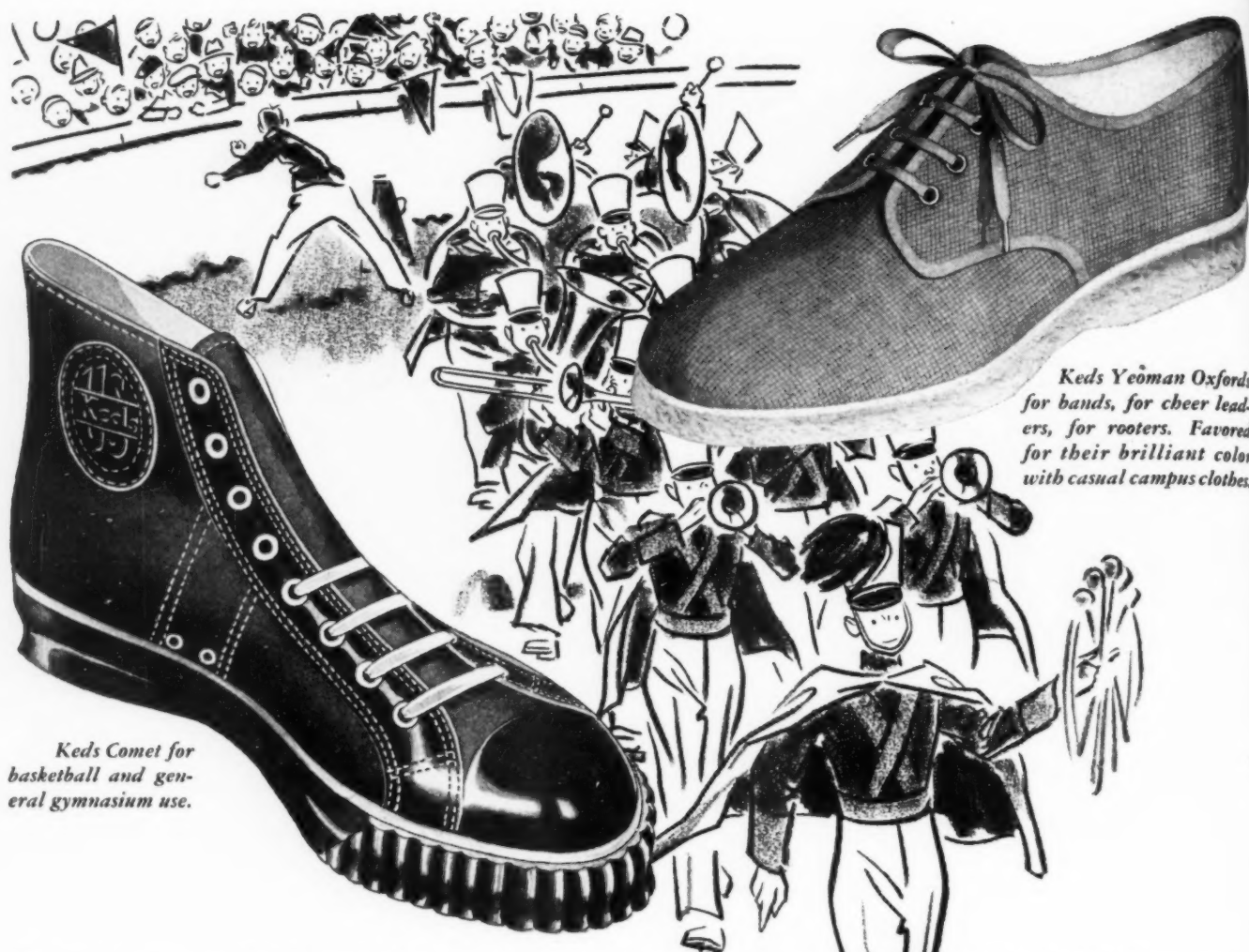
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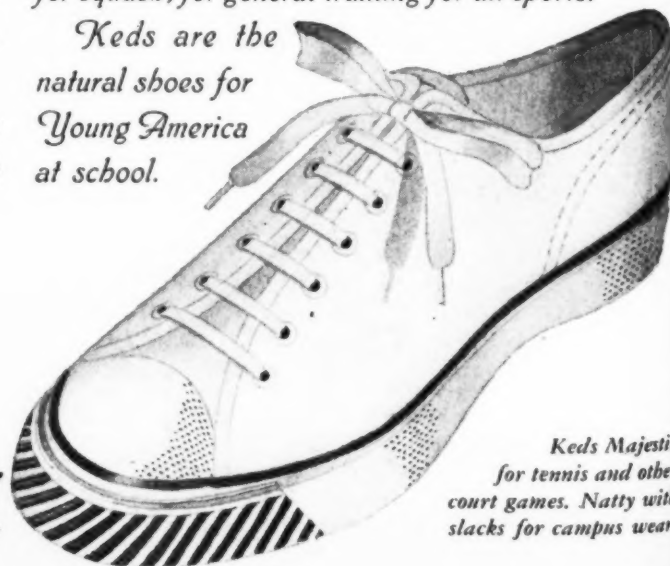
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Keds Majestic for tennis and other court games. Natty with slacks for campus wear.

SCHOLASTIC COACH

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Kangaroo is 17% stronger, weight for weight, than any other leather used in shoes. It is lightweight, featherweight, and as soft and as pliable as fine kid. That's why it is the choice of athletic stars and championship teams year in and year out.

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SINCE the beginning, Converse has matched special design and manufacture of footwear for basketball with the annual expenditure of thousands of dollars to increase interest in all basketball play. Converse Basketball Clinics, directed by "Chuck" Taylor, attract thousands of coaches and players yearly. Crowning feature of this season's clinics will be a new, 60-minute sound and action film devoted exclusively to basketball. See column at right for details.

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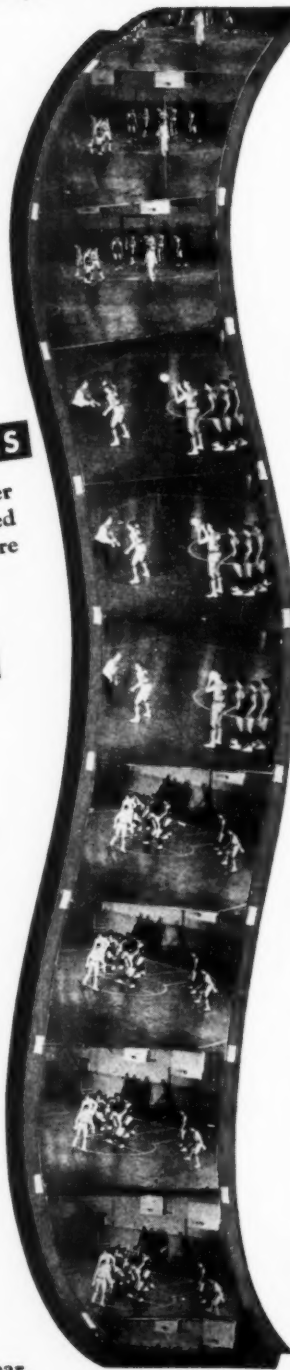
DR. H. C. CARLSON — University of Pittsburgh

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and the nationally famous **PHILLIPS 66 BASKETBALL TEAM**

THIS film, sample shots of which are reproduced here, will be available shortly. You can see it at the next Converse "Chuck" Taylor Clinic in your vicinity. Ask your distributor for date of nearest Clinic.



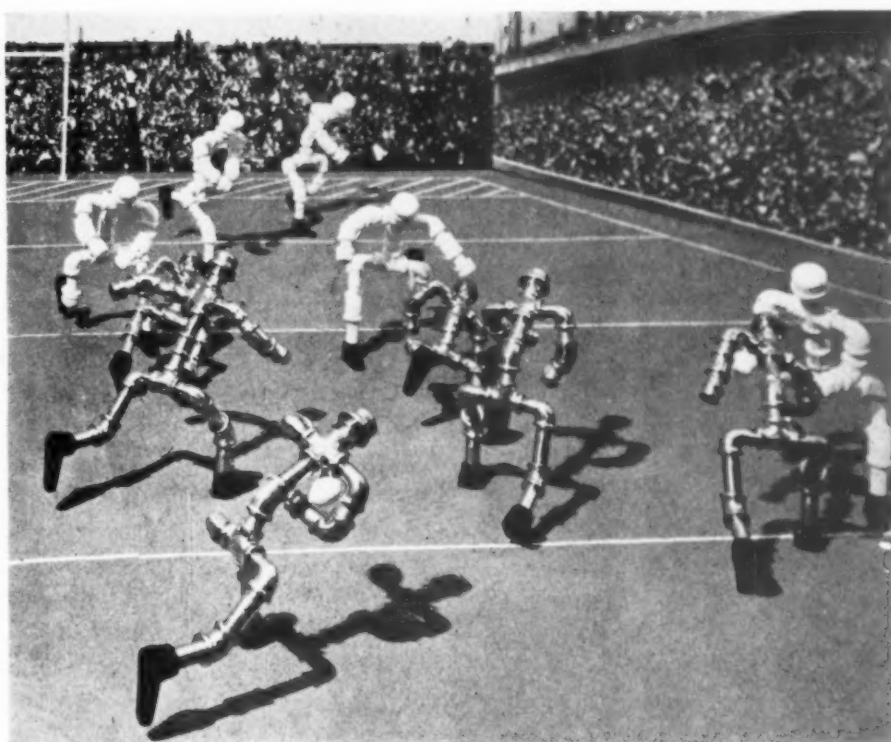
Here Below

Collegian-Commercial Duel a Deadlock. Okeson Lashes Informal Spring Games

WITHIN range of our slightly astigmatic vision and just ordinary hearing we noted during the months of August and September six all-star—professional football games being played. What the statistics are for the entire country on these battles between the cream of the country's college players and the gridiron business men we do not know.

The score shows the decisions evenly divided, the pros and all-stars each winning and losing three games. The Philadelphia All-Stars, the Oklahoma All-Stars and just the All-Stars (this latter team an aggregation of star players from the East) were beaten by the Philadelphia Eagles, the Chicago Bears and the New York Giants, respectively. However, the old college try prevailed against the Green Bay Packers, Boston Shamrocks and Chicago Bears. So it seems we have a stalemate. But digging into the statistics of the games we find that if the distances of the pros' punts were laid end to end they would reach from a certain point on the New York shore, across the George Washington Bridge nigh on to the Jersey City meadows. On the other hand, if we treated the All-Stars punts in such a cavalier fashion we would retrace our steps back over the George Washington Bridge, down Riverside Drive, nigh on to the portals of Grant's Tomb—and there we rest.

Our newspaper clippings tell us how Sam Baugh, almost single-handed, turned back the professional football champions, the Green Bay Packers, 6 to 0 with his bullet-like passes. About a week later the New York Giants humbled the select eastern All-Stars 14 to 7. And what have we a fortnight hence? The professional Washington Indians defeating the same Giants by a couple of touchdowns to 3, a neat trimming.



MEN OF METTLE: Many a coach will envy the mechanical perfection of these hard-running, hard-blocking robots. Erected by two Crane Co. employees—former football players—these mechanical men are made of such utilitarian equipment as nipples, couplings, street elbows, etc. The "boys" are sure to finish the season without an injury. No water on the knee here.

And who did most of the scalping for the Indians? You guessed right, that Baugh man. But this time there was no accompanying folderol about the superiority of college football over professional, for Slingin' Sam, the passin' man, was wearing the livery of the Washington team.

This leaves us somewhat depressed. How nice it would have been to read about the way Sam reaped vengeance on the Giants for defeating his fellow collegians, by passing the Giants to death. But alas, while Baugh did pass 'em silly, the only thing he reaped was greenbacks.

The former T.C.U. aerial artiste hit the bullseye 11 out of 16 tosses and gained a mere 116 yards.

ON THE subject of extra-curricular imbroglios, we have an editorial blast by Walter Okeson in the Football Guide in which the retiring commissioner of the Eastern Intercollegiate Association views with alarm the increasing number of informal games between college teams during or at the end of the spring football practice season. He thinks that these games are becoming more and more formal and that it is only a question of time before admission is charged and we'll have a regular spring football season.

Such a development, he says, "would almost be suicidal . . . one main reason for the hold football has on players, undergraduate and other

spectators is the fact that the season is over before one's interest and enthusiasm is sated."

While there is little basis for alarm over the prospect of a spring football schedule, there is considerable evidence that the average season is lengthening. The regular season once extended from the last week in September to Thanksgiving.

But post-season games are tending to prolong the season to the New Year. We now have at least six Bowl games—Rose, Sugar, Cotton, Orange, Pineapple, and Sun.

The question now seems to be this: Is the football season starting too soon, or is the baseball season too long?

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Scores on Every Count Over Other Type Balls THE NEW WILSON INDESTRUCTO "LAST BILT" BASKETBALL

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- **Amazing durability**—outlasts ordinary basketballs as much as two to one.

No wonder Chuck Taylor says "the new Indestructo is as great an improvement over the ordinary basketball as the China Clipper is over the first time in history," says George Keogan, "There has been developed a basketball whose accurate flight and true bounce from floor or backboard gives players' skill and expert coaching a real break. It is the new Wilson Indestructo Basketball."

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Men mentioned are retained on Wilson's Advisory Staff.

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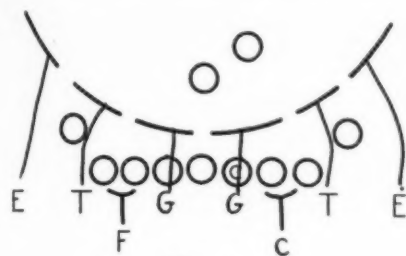
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Elmer Holm's Defensive Line Play

Reported by E. L. Cox

At the Kansas State High School Athletic Association's Coaching School, Elmer Holm of Washburn University gave a comprehensive course on defensive line play—including both individual and team defense. Holm did not intend his suggestions of technique and defensive formations and their variations to be accepted as a manual to differentiate between right and wrong, but merely to serve as illustrations of tactics he has been using with effect in his coaching.

ORDINARILY your type of team defense should be determined by the individual ability of the linemen and the type of offense you encounter from week to week. In appraising linemen it is important to keep in mind that height, weight, speed, reaction time and courage are variables which will determine the effectiveness of his play. While it is too much to expect of a team, and especially a high school team, to master all the varia-



Diag. 1

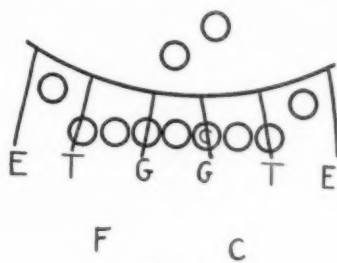
tions of team defense that follow, an eleven must have some versatility on defense to win consistently.

The cup defense may be formed from three different standard formations—the six-man split line, the six-man close line and the seven-man line. **Diag. 1** shows the cup formed by a six-man split line. The line is split between the defensive guards and tackles with the backer-ups plugging the gaps from a position close to the line of scrimmage. In this defense the linemen are charged with territorial responsibilities and are expected to cover as much territory as a seven-man line. The guards fight to get through, the tackles charge forward and in, and the ends turn everything to the inside.

Similar to this cup defense, but even tighter, is the cup formed by a six-man close line (**Diag. 2**). The guards play in the same position as in the six man split formation but the tackles move in closer to the guards. The backer-ups drop back farther since their responsibility to protect to the outside is increased. The ends are still assigned to drive the play in or stop it. The guards and tackles play a charging game

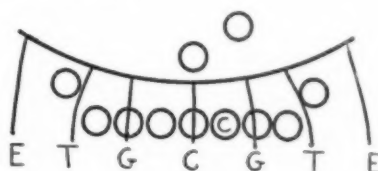
but must be on the alert for mouse-trap plays.

Diag. 3 shows the cup formed by employing a seven-man line. In this defense the center plays opposite the man who plays in the middle of the offensive line. The guards play opposite the second man on each side of the center and the



Diag. 2

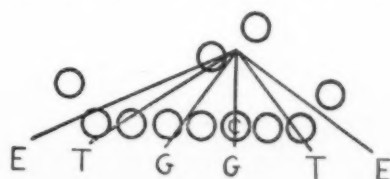
tackles' position will vary slightly with the formation. Compensate for an unbalanced backfield by shifting the defensive backfield. Emphasize that this is the strongest defense possible against a running attack; that no ball-carrier should get through this line; that each man has the responsibility of a certain territory; that the ends must turn the play in; and that linemen are rare who are good enough to roam all over the field.



Diag. 3

The "point" defense

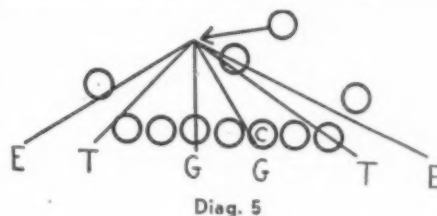
The objective of a "point" defense is to force the offense to contract or jam together. This may be accomplished by employing any of the previously mentioned formations, with the 7-2-2 or box defense perhaps best for a goal line defense. When using a "point" defense and a six-man line, the halfbacks should come up closer since their responsibilities on sweeps has increased. All six linemen charge for a spot directly behind the ball, providing the ball



Diag. 4

is snapped directly to the back who handles the ball on delayed or spinner plays. This point is clearly illustrated in **Diag. 4**. Defensive linemen who can drive into the opponents' backfield cause confusion and a loss of confidence by the offense. A variation of the "point" is outlined in **Diag. 5**. Here we have a back in motion with the snap of the ball, which the center has passed back with a lead. The "point" shifts in this case to the ball-carrier, and all linemen drive for the ball.

Against an unusual style of offense, various combinations may be set up to off-set a particular strength or take advantage of a particular weakness. Combinations are often designed to protect against a passing attack or to attempt to block a punt. **Diag. 6** shows a combination worked out in line defense where the two guards charge hard, the strong-side



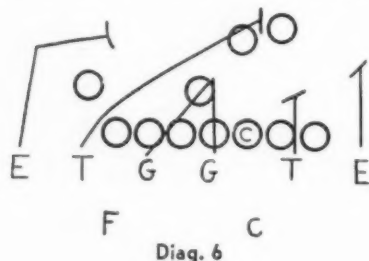
Diag. 5

tackle smashes, the strong-side end goes across and being alert for a sweep drives in, and the weak-side tackle and end charge across the line and float. Coaches should devise their own combinations to fit their needs.

Playing a seven-man line against a balanced backfield use the three versus five principle. The defensive center plays opposite the center of the offensive line. The two guards play in front of the second man on each side of the center. It will be noted in **Diag. 7** that the center and the two guards of the defensive line are responsible for the middle five men of the offensive line. The position of the tackles and ends are not constant and may be left, to some extent, to individual choice. In **Diag. 8** the balanced backfield shifts into an unbalanced formation. To meet this shift the right side of the defensive line including the center shift over one full man and the left guard a half-man towards the strength of the formation. Keep in mind when playing against a team with a strong weak-side attack, that it may be necessary to restrict the shift to a half-man.

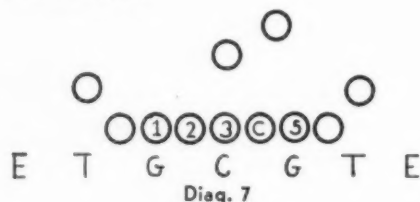
The set-up is somewhat different if you're using a six-man line (**Diag. 9**). Against a balanced backfield, place your guards in front of the

third man from both ends of the line. The guards play the three middle offensive men and are responsible for all of the territory between them located one-half man from their outside shoulders. The tackles play on the outside shoulder of the offensive end, and drive through close. In case the opponents shift to an unbalanced backfield the defensive line shifts one full man to the strong side.



Against some teams a true balance rule may not be practical. Particular offensive strengths and weaknesses vary the rules. **Diag. 10** outlines the six-man line shifted to the left to meet the threat of an unbalanced backfield.

The defensive set-up in **Diag. 9** is a good standard defense and the position of the linemen can remain constant. Any shift in the offensive backfield should be met with a shift by the defensive backfield. Generally this is accomplished by bringing up the strong side backer-up to the outside of tackle.



Subconscious concerns

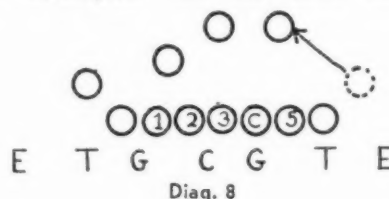
The subconscious concerns of the linemen, and especially the tackle should have the following emphasis:

1. I must keep my eye on the ball rather than on a lineman or a back, and I must start with the ball.
2. I must distribute my weight on the balls of my feet in such a way that I can get underway instantly.
3. I must be relaxed while waiting for the center to snap the ball.
4. I must be braced in such a way that my first movement does not throw me off-balance in case I am surprised.
5. I must use my hands instantly with the snap of the ball, combined with a leg drive.
6. I must keep my hands off my opponent's back and shear him away from my stomach and legs.
7. I must not wrestle or become tangled with him and thus waste time.
8. I must charge straight forward, before charging either in or out,

in order to allow the play to commit itself as to direction, and so that I cannot be drawn in or to one side by split bucks or easily side-swiped by cross-blocking.

Every lineman must not only know his own territorial responsibility but he must also know that of every other lineman. He must not infringe upon a teammate's territory to the extent that his own position is weakened.

The lineman should know what he can and cannot do legally with the hands and arms. On defense he can use them as bumpers to cover the blocking area. When a line lets a tackle or guard through and no block is attempted, the defensive man



should play close to the ground, making sure to keep his eyes open for a mouse-trap, slowing down somewhat and not overcharging.

Individual Fundamentals

The three center men can use either a three-point or a four-point stance. This stance is shoulder wide, feet straight forward, and one toe even with the other heel. For comfort permit the player to put the foot forward most natural for him. Use the four-point stance when you anticipate a drive over your territory and play low.

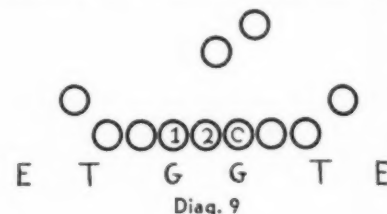
The tackles and ends may vary their stance according to individual inclination and intent. He may use a low, medium or high stance. If you (a tackle) anticipate an inside play, face towards the ball. If the set-up is a sweep, drop your outside foot back and face away from the ball. Whatever your stance, charge hard.

Tactics—A. Center men

The defensive tactics of the center men will vary. Some will master and build up confidence in one method, and it may be difficult to get them to use some other tactic employed to great advantage by a teammate. Their defensive play will depend in a large measure upon their height, weight and speed.

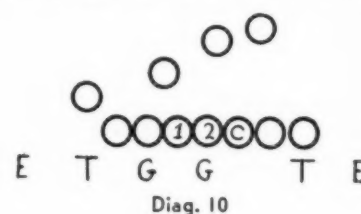
It is not practical to attempt to teach all linemen all of the tactics. A clever player will figure out tricks of his own that are suited to his style of play and that are not being used at all by other players on the team. Some of the tactics by which he may vary his attack follow:

The blow and step in. In this case the lineman is attempting to penetrate the defensive line between player 1 and player 2 of **Diag. 7**. He plays one of these men at a time and varies his approach so that he may deliver the blow to either of the opponents. The player must charge with the snap of the ball. If he works on the player to the left, he drops his right knee to the ground between the two opponents to cover up his blocking vulnerability,



and then follows up his initial charge with a back lash of his right elbow on No. 2 on his right. The direction of force applied upon 2 is outward and to the rear. The coaching points are to fight down, not up; to play one man at a time; to charge with the ball; and, as a general rule, to use your hands on the fastest charger.

Straight arm shiver. Instead of trying to back your opponent up two or three yards, it is best to apply the shiver to the side and pull yourself through. Don't wrestle your opponent. Elude him and get through. If your opponent drops too low for the shiver, perhaps you can jump over him. Your objective is to make the offensive player play the way you want him to.



Straight arm shiver with shoulder charge. This may be varied by first charging with both hands on the opponent's shoulders and then by contacting him on the neck with one hand and delivering a blow to the hip with the other hand. The shoulder is dropped low and comes up and into the 2 man viciously. The charge must be continuous.

Diving over. When linemen are playing low, it is quite possible to disorganize a backfield by diving into it occasionally. This is effective when a man handles the ball too close to the line. It also tends to bring the offensive lineman up a little higher.

Forearm lift. This is important because many players can develop it to a point where they need very little else. The object is to smash the elbow and arm beneath the chest of the opponent and lift and charge him back. The smash, lift and drive must be hard and continuous.

Slice through. This is a favorite maneuver of most fast chargers and it follows that it is more effective against slow chargers. The play in this case

is to drill through the split before the offensive men can gather themselves for the charge.

Feints and slicing. This calls for speed and quick thinking. The player's feint must be such that his center of gravity remains above the base. If he throws himself off-balance, he will weaken his position and lose all deception. This comes with experience and takes much practice.

Submarine. To submarine effectively, the situation must be built up. If the two offensive men are hugging the ground with little or no charge, an attempt to submarine would be futile. When two offensive linemen are charging hard or charging high, the submarine may be used to advantage. The average lineman may best perform the submarine by a full extension of the body close to the ground between two linemen. This must be a fast, hard thrust with the two arms leading the way. Progress must be made forward during the charge and as the legs and arms are quickly flexed the lineman fights his way upward and forward. The action is continuous. This tactic will not work repeatedly but is only one of the many maneuvers that a good lineman has to vary his charge.

B. The Tackles

While the guards and center are interested primarily in getting through the line, the tackles have a much harder situation to handle. Many plays are concentrated on the defensive tackle. The tackle not only has to cover ground but is also concerned about the two men who are trying to take him in or out. There are times when he can use some of the tactics employed by the center men, but in addition to these he may also use the following:

Straight arm shiver with hip charge. The tackle may use this charge when playing against an end and a wingback. He varies his charge according to whether he thinks the play is coming inside or going outside of tackle. On an inside play, drop the outside foot back and play rather low. Avoid the wingback and shiver the end but follow through and smash the wing with the hip. Make the charge continuous and fight through. If the tackle anticipates an outside play he will reverse the order. He faces the ball with the inside foot back, hits the wing with the shiver and throws the hip into the end. Cover up the blocking points and protect against the second man. Don't try to take the man out but pull yourself through.

McKay side sweep—limp leg. The tackle must be agile to work this stunt. When the end is charging forward and driving his shoulder low into the tackle's leg, it is possible to limp leg the end. Plant the inside leg directly in front of the end for bait and while charging forward shift the weight to the outside foot and play the wing with a shiver. As the end charges forward, let the inside leg go limp and float backward and upwards in preparation of a forward step. A more dan-

gerous move is to vary the above with a limp leg on the wingback. A smart tackle may become very effective by feinting towards the end and then stepping in front of the wingback with the inside foot, shifting the weight quickly to the outside foot and then floating the inside leg back with the wingback's charge. Emphasis must be placed upon the tackle charging back into position.

Leg lift. A shifty tackle can often elude the blocker's shoulders and drive in against the side of the end or back. When in this position the tackle sustains his drive and grabs the nearest leg of the blocker and lifts and rolls him outward.

Submarine from crouch. This maneuver should be performed infrequently by a defensive tackle well split from his guard, and playing close to the end. He runs back towards the line of scrimmage and times his charge so that he is in position to dive between the wingback and the end at the instant the ball is snapped. This is very effective against a formation that does not employ a wingback and also against a team that uses a constant starting rhythm. An advancing tackle is hard to find and harder to handle.

Smash from deep position. A five-man line is formed by dropping the tackles back about five yards. They time a charge so that they can reach the line of scrimmage at the instant the ball is snapped. This proves effective because even if the play develops into a sweep, the tackles pile up all interference in the backfield. It must be remembered that the play of the guards, tackles, ends, and line back-ups are all coordinated. The signal should be given by the line captain and each man plays accordingly. It should be kept in mind that types determine the style of play. Big, heavy tackles smash best and tall, slender tackles must feint more.

C. The ends

It is best to shoot the end across at a slight angle for about three steps. Let his charge be low and fast with
(Concluded on page 31)

Wingback on End

The wingback is blocking on all fours to clear out the defensive wing on a wide end run. On the snap he takes one step toward the end, keeping his body low and to the outside. In the third picture he slips under the end's outstretched hands and reaches to get out far enough. The end fights him off with his hands but the wingback continues to keep low, retaining contact and staying down on all fours. As the end tries to drift in the seventh picture, the half goes with him. In the ninth and last pictures the end attempts to free himself by backing up but again the persistent wingback refuses to be shaken off. He stays down on all fours and fights to maintain this important outside position. The two men doing such an excellent job on the block are "Howdy" Odell, backfield coach of Harvard University, blocker; and Rae Crowther, line coach of the Crim-son (who builds blocking machines as a sideline), end.





BACKFIELD BLOCKS

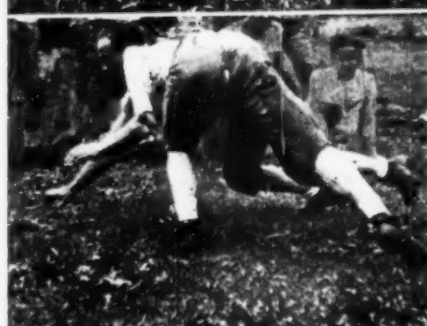
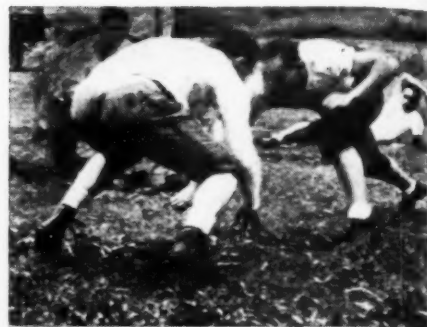
Left: Halfback on End

SENSING a sweep, the defensive end comes in high with his hands out in front to ward off the blocker—a halfback. The latter is down low in the first picture but starts to straighten up as he takes a step on the right foot toward the end. From the position of the end in the third picture, it is evident that the play has developed into a thrust inside of him, for he has shifted his weight to the right. The halfback quickly adjusts himself to the situation by locking his arms in front of his chest and stepping to the left to get in front of the defensive man.

In the fourth and fifth pictures this is accomplished. He is directly in the path of the end and braced on well-spread legs to withstand the charge that is sure to come. The end tries in vain to get through to the play but the halfback has out-manuevered him.

Right: Half on Tackle

CHARGING low and hard the defensive tackle—playing in a seven-man line—is attempting to drive into the offensive backfield. As he comes across the line of scrimmage the halfback is waiting for him and decides to play the tackle according to the latter's line of charge. The right hand is placed on the ground as initial contact is established in the third picture. With a swivel of his hips, the halfback whips the upper part of his body into the tackle's side and knocks him completely out of the play. Note the half's straight right leg in the fifth picture which denotes both power and its line of application. This maneuver is a good one for a halfback who knows he cannot match his strength and weight against the tackle and helps the tackle do whatever he starts out to do, rather than fight against him.



SOME POINTS ON PASSING AND RECEIVING

By Stewart A. Cooper

An all-state end at Iowa State Teachers College in 1930, Stewart A. Cooper, after graduating, coached at Albert City, Ia., High School for five years before changing over to Roosevelt High School in Cedar Rapids where he is still located. Cooper believes most of the responsibility in the completion of a pass rests with the passer, but takes full cognizance of the part played by the receiver.

ALTHOUGH most passers can whip the ball to a receiver at a reasonable distance, there are generally one or two defensive men around the latter to make things disagreeable for him. In many instances this situation is brought about by the passer himself. Generally he has given the play away by looking into the receiver's territory long before the pass leaves his hand. Some passers actually appear to be counting the receiver's steps while he hastens to the spot where the pass is to be thrown.

This "telegraphing" of play may be overcome by two simple ruses on the part of the passer: (1) Looking in a different direction than the pass is to be thrown prior to passing. (2) Faking a pass in the opposite direction before throwing to the real spot or man. Pass plays are usually designed to spread the defensive backs; by employing these two stratagems the passer will have a better chance to keep the defense spread and will prevent them from converging on the receiver.

The passer can convert to his own advantage the fact that opponents are playing under instructions to watch him for anything he might do to give the play away. For example: while the weight is on the right foot on a pass to the left a man can easily pivot on the same (back) foot and whip a pass to the right, supplementing this quarter pivot by feinting with the shoulders and ball. (Raising and

Tips for the passer on how to mask the direction of his pass, and escape tactics for the receiver



On the left the receiver signals to lure in a defensive back. A step later in the next picture. He can go to the left by pulling down vigorously with his left arm and driving off on his right foot.



lowering the ball slightly as if to start the pass.)

The passer can also fool the defense by actually starting a pass but stopping it with his left hand out in front. If this fake doesn't succeed in forcing the defensive backs to commit themselves in the direction of the fake, it can always serve to keep the defense guessing or off-balance. After the fake, the passer pivots in the opposite direction and really passes.

There are many things that a passer must do to be successful, even though a boy is a good passer, he will

find the going tough if he doesn't employ some element of deception.

Pass receiving

It takes more than mere running to shake loose for a pass with the current popularity of 2-2-1, 2-1-2 and even 3-2-1 pass defenses. After a good start with the snap of the ball, the receiver may employ any one or combination of the following methods of shaking loose from the defensive man assigned to cover him: change of pace ($\frac{3}{4}$ speed or less,

(Concluded on page 24)



As the passer lifts his forward leg in the second picture, note how simple it would be for him

to pivot and whip a pass either to the right or left. The weight is on the back leg and he

is looking straight ahead. The cock of the ball is excellent as shown in the third picture.

From the States

This department includes correspondence from state high school coaches' associations and state high school athletic associations. All associations are invited to participate.

New York

Scholastic failure no bar

UNDER the new regulations governing athletics and physical education in public, private and parochial high schools of the state, scholastic failure will no longer bar students from participating on athletic teams. The new program gives high school athletics the status of textbook subjects, the object being to standardize and equalize the sport activities.

The new regulations were drafted by Dr. Hiram A. Jones, director of the health and physical education division of the state department, in collaboration with Ellis H. Champlain, chief of the division's bureau of physical education, and Dr. C. H. Maxwell, special investigator and advisor in the work.

The regulations provide that "A boy shall be eligible for interschool competition only between his 14th and 19th birthdays. He shall be eligible for interschool cross-country, ice hockey or football only between his 15th and 19th birthdays. A pupil who attains the age of 19 years on or after the date set in these rules for the beginning of a sport season may continue to participate during that season in that particular sport.

"A boy is eligible for interschool competition only when he is a *bona fide* student, enrolled during the first 15 school days of the semester and has been in regular attendance 80 percent of the school time.

"A boy who transfers from one school to another shall become eligible for interschool competition only after one semester of approved attendance unless the parents or guardians have changed residence to the new school district or the transfer is caused by a rearrangement of school district boundaries."

Extent of participation

The regulations limit the number of football games to seven for the season, with at least three weeks of training required before the first game and no games to be played with college freshmen. All organized team practice and games are limited to the period between Sept. 1 and Dec. 1.

The maximum number of basketball games is 16 with at least two weeks of practice before the opening game and all organized practice and games limited to the period between Nov. 15 and Apr. 1. Individual games of approved tournaments are considered a part of the regular season and are counted toward the total 16 game schedule.

The ice hockey schedule is limited to 12 games with all organized prac-

tice and games coming between Nov. 15 and Apr. 1. Competition in cross-country is limited to four competitive runs a season not including sectional meets. The course cannot exceed two and a half miles in length and all organized practice and runs are limited to the period between Sept. 1 and Dec. 1. At least three weeks of training are required before the first run.

Swimming meets are limited to ten a season with the competitor permitted to compete only in one event and one relay, or fancy diving and one event, or two relays, or fancy diving and one relay. Interschool competition in outdoor track and field is limited to a maximum of five meets a season, exclusive of sectional competition. Three weeks of training must precede the first meet. Organized practice and meets are limited to the period between Apr. 1 and the close of the school year. A boy is permitted in any one meet to compete only in one track event of a greater distance than 220 yards, or one track and one field event, or two other track events including relays.

Equal facilities division

The regulations also provide for "an equitable division of facilities between boys and girls," and "seek to give primary consideration of the well being of the individual boys and girls in the conduct of sports," and "to sacrifice no individual for the sake of winning games."

Also "to limit the girls' athletic program to club activities, intramural games, play days and approved invitation activities, and to conduct all such activities for girls under girls' rules with women acting as referees, umpires or officials."

Wisconsin

Touch football rules

HAVING strong appeal to intramural athletes, touch football is really one of the "major" sports of the intramural program. Various sets of rules have been drafted in order to standardize the play. However, most of these codes have been compiled merely for local or sectional employment. The state Athletic Association has adopted the following set of rules to govern play in Wisconsin:

Size of field. Maximum, 360 ft. by 160 ft. with end zones and goal posts. (Any size available with or without goal posts. Two or three games may be played crosswise on a regulation football field by allowing four downs to score before forfeiting the ball to opponents, by kicking off anywhere behind the goal line, bringing ball out ten yards on touchbacks, and making a few other miscellaneous rule changes.)

Field markings. The field shall be zoned into strips of twenty yards each,

all of which are parallel to the goal lines. (Miscellaneous sized fields may be divided into an even number of equal sized zones.) Unmarked fields may be used. Merely establish two goal lines.

Number of players. Nine players. Five players on line of scrimmage on offense with four at least one yard behind the scrimmage line. (From three to twelve or more players on a side may be used by making a few slight rule changes.)

Equipment. Players are prohibited from wearing baseball, track or metal cleated shoes, padded suits or special protective devices such as shoulder pads, helmets, etc. (No spiked or cleated shoes allowed. Rubber soled shoes must be worn. Gymnastic equipment or old clothes desirable.)

Substitutions. Length of game. Time-outs. As in regular football rules.

Kick-off. On full sized field, same as in regular football. Shorter fields, from the 20-yard stripe nearest kicker's goal. On unmarked or small fields, from kicker's goal line.

Yardage and downs. When ball is first down in zone, the team in possession is allowed four downs to move it from that point into the next zone. On small or unmarked fields, four downs are allowed for a score, otherwise ball goes to opponents.

Forward pass. May be made from any point behind the line of scrimmage. All members of both teams are eligible receivers. No penalty is inflicted for more than one incomplete forward pass in the same series of four downs.

Touchback. Same as regulation football except an incomplete pass in the opponents' end zone on fourth down, only, shall be considered a touchback. First, second and third incomplete passes in end zones are considered only incomplete passes.

Fumbles. Players are not permitted to leave feet while in the act of recovering or attempting to recover a loose or fumbled ball; i.e., the weight of the body must be squarely on the feet throughout. Penalty: Loss of ball and succeeding down to be first down.

Touching or "tackling." A touch or "tackle" occurs when an opponent touches the ball-carrier simultaneously with both hands. Ball is dead at spot of touch. Unnecessary roughness in touching a player, including leaving the feet by the toucher is penalized 15 yards.

Blocking. In the line of scrimmage blocking of the ordinary type is permitted. In the open, the blocker may not have any part of his body in contact with the ground except the feet. If he does, the penalty is 15 yards. Note: In line means inside the defensive tackles and three yards on each side of scrimmage line.

Use of hands. Defensive players are restricted in the use of their hands to the shoulders and body of offensive blockers. Holding and illegal use of hands by defensive player is penalized 15 yards.

Punting. Punting team must announce to opponents when a punt is to be made. Opponents are not permitted to cross the line of scrimmage in an attempt to block punt. Neither the kicking team nor the opponents are allowed to cross the line of scrimmage

(Continued on page 38)

WE DON'T BOO—DO YOU?

By Kenneth Cook

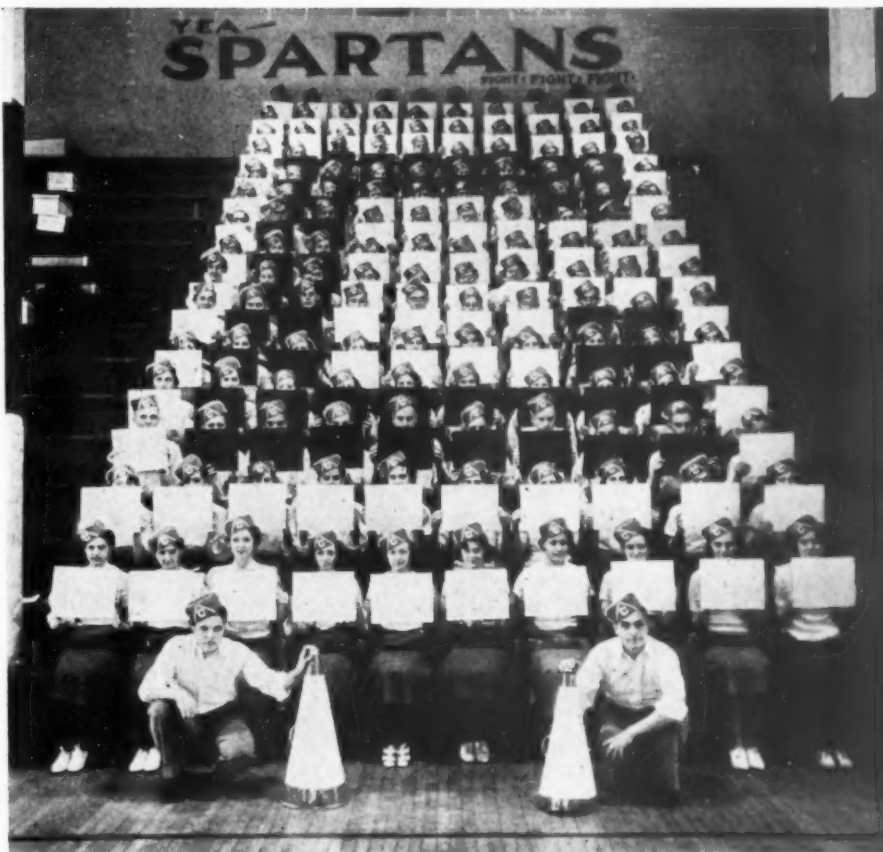
The growth of interscholastic and intercollegiate athletics with its increased attendance figures has given rise to a spectator problem of acute proportions. In recent years outstanding athletic administrators have led propaganda campaigns against that element in crowds which is responsible for referee-baiting, booing and rowdiness. High schools throughout the country, afflicted with the disorder, attempted to solve the problem, each in its own way, often with the combined aid of district leagues and state associations. How one of the schools—Connersville High in Indiana—went about the task is told here by assistant athletic director Kenneth Cook. Searching for a solution, he struck it in the organization of a cheering section designed not only for the home team, but to spread the gospel of good sportsmanship to the paying public. Mr. Cook explains how this special cheering section, called the Pepnocrats, their wonders do perform.

BACK in 1934 the morale of our student body and the basketball crowd had sunk to a most discouraging point. Various factors operated to bring this about: the team had had a disappointing season the year before and held little promise for the season at hand; many persons in the community were out of work and in no mood to be altruistic; they seemed to share the prevailing opinion of the economic and social uselessness of athletics in a time of stress, and when they did come to a game you could almost see the chips on their shoulders.

Without exception all visiting teams were deadly enemies, and were treated as such, jeered and booed at the slightest provocation; officials and followers of the visiting team were subjected to constant vocal abuse; our own students couldn't be kept quiet during the shooting of fouls; candy wrappers and paper were thrown on the playing floor; and the general scene was one that any school man would blush to associate with the word *education*.

This particular problem had to be attacked through the student body, because we had more direct and better control over undergraduates. The solution then was a brief course in what good sportsmanship consisted of, and to get the boys and girls interested by making it appeal to their imagination. A special sort of yell club, the Pepnocrats, was organized. The name was a steal from the term "technocrats," which was on everybody's lips at the time. First, ten of the outstanding seniors were selected and each asked to get nine volunteers. By the end of the first day, a hundred students were signed up and

All quiet on the Connersville High School front as yell club solves an acute spectator problem



Presenting the Pepnocrats, crusaders of good sportsmanship.

more were on the waiting list.

An Innovation Committee of nine members and a Sportsmanship Committee of six members were formed. The Innovation Committee met every Tuesday and was responsible for new ideas and plans for the coming Friday. The Sportsmanship Committee maintained order and acted as a student court in case of misdemeanors. If the culprit was a member of the Pepnocrats, he was fined 25 cents and put on probation. If he repeated the offense, he was suspended from the organization and not allowed to attend any more games that year.

Permanent seating plan

The Pepnocrats occupied a special section of the stands. The seats were numbered from 1 to 10, horizontally, and from A to O, vertically. Each member was given a permanent seat for the season and a monitor was assigned to each row. This plan made it easier to figure out action yells and special numbers. Several hundred 10- by 15-inch paper squares were mimeographed by the secretaries for practice aids. After figuring out what we were going to spell, each monitor

would study the blanks, find out what each one in his row had to do on each letter and would instruct every student in his row accordingly. The hardest letters to figure out are the ones having diagonal lines as V, Z, W, K, etc. The monitors would also instruct their rows in their duties on action yells. This eliminates a good deal of explanation at practice.

Action yells are the type in which whistling, singing, handclapping, rising to one's feet, foot stamping, or pantomime carry out the thought of the yell. One of the best and simplest went as follows: Slowly rising from a sitting position, the section would start a locomotive whistle and raise it to a very high pitch; then—BOOM—AH-AH-H-H—CONNERSVILLE as soon as they were up, and as they slowly sank back to their seats they would whistle back down the scale. This may seem elementary on paper but when executed properly the yell is very effective.

Costumes

The two boys directing the Pepnocrats wore white flannels, white shirt, a black four-in-hand tie, a scarlet

(Continued on page 32)

ELEMENTS OF HIGH SCHOOL SOCCER

By E. J. Lalley

Playing position most difficult fundamental to teach; while heading the ball is the easiest

E. J. Lalley, former soccer coach at Cincinnati High School, N. Y., now directs the intramural program at Central High School, Binghamton, N. Y. The author's "High School Slant on Baseball" appeared in the April Scholastic Coach. This is the first of a series of two articles.

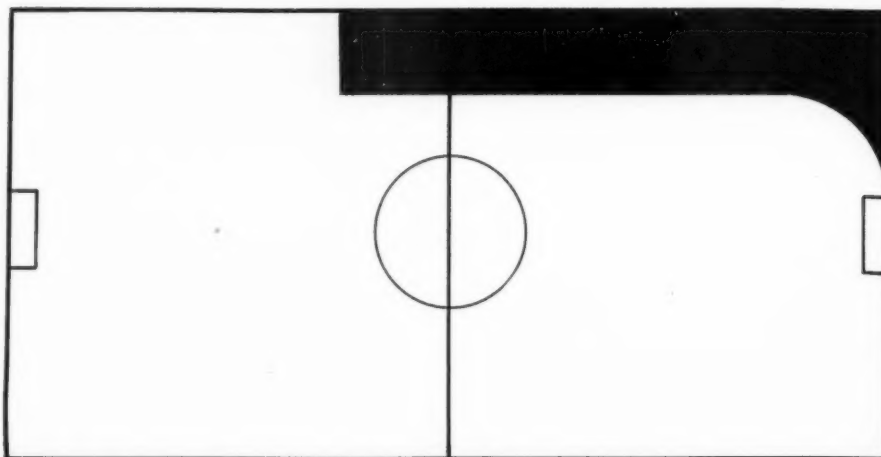
WHILE soccer has made definite progress in the public and private schools in certain sections of the East and Midwest, the game has still made little headway in the South and Far West, with the exception of California. Yet, besides its numerous educational recommendations to the large number of students who may participate, the sport involves no great expense for equipment and seems to be ideally suited for an intramural program either in or out of season.

As always when a new form of athletics is being introduced, the biggest obstacle to hurdle is the development of interest. Boys are prone to boast of the distance they can punt, pass or drop-kick but seldom are concerned with dribbling technique, their ability to head a ball or the niceties of the scoring kick. While they crowd around radios and eagerly digest the sports pages for football results, their interest in soccer, in quiet contrast, is apathetic and many of them still regard the sport as a "foreign" form of competition.

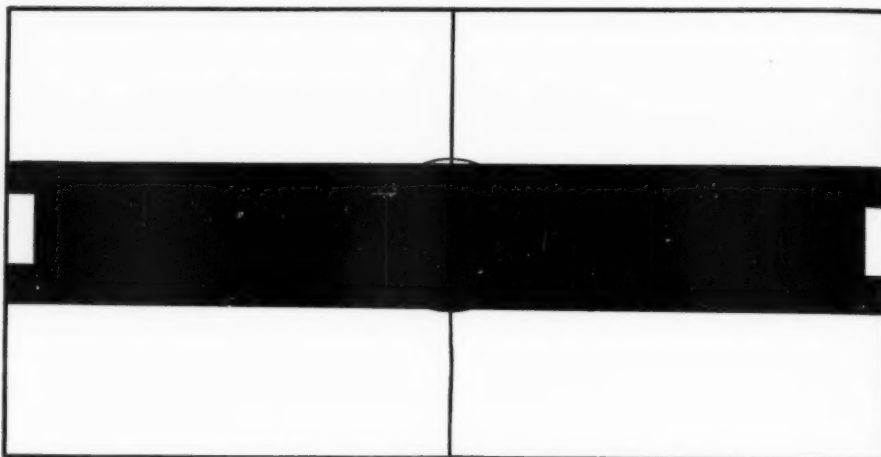
These are the conditions in the average communities, of course. In soccer centers like Maryland, Delaware, Rochester, Detroit, New York, and Los Angeles the high schools have been playing soccer for years. The solution obviously lies with proper coaching, with the introduction of the game during the junior high period, with fields of correct marking and dimensions (not just a grassy field having goal posts at either end), and with good equipment and officiating.

But even such an almost perfect setting will not enable a boy to trap a ball when it is so much simpler to catch it with the hands; will not make him use his head as a method to advance the ball when he has other equipment more natural to his game-playing instincts. The list that follows indicates, in their order of teaching difficulty, the main coaching problems of a high school soccer coach.

(1) To play position. (2) The correct use of hands, with respect to the ball and to opponents. (3) To retain possession of the ball. (4) To de-



Diag. 1—Playing territory for an outside left forward (10 yds. wide).



Diag. 2—Playing territory for a center halfback (20 yds. wide).

velop the scoring kick and other basic kicks. (5) To exchange kicks with opponents (kicking in close quarters). (6) Trapping the ball. (7) Heading the ball.

The writer believes that teaching a boy to confine his play to his own territory is the coach's hardest task, while teaching him to head a ball is perhaps the easiest. Other coaches may not experience the same degree of difficulty in teaching the soccer techniques in the order of their listing, but in the majority of cases where the coach faces the problem of getting the game across to inexperienced material, the coaching difficulties will run somewhat the same.

Playing position

If a coach could place eleven players on the field who strictly played their own territory, many other weaknesses would be counterbalanced by this one point alone. Start two teams off with a minimum of explanation beforehand, and in short

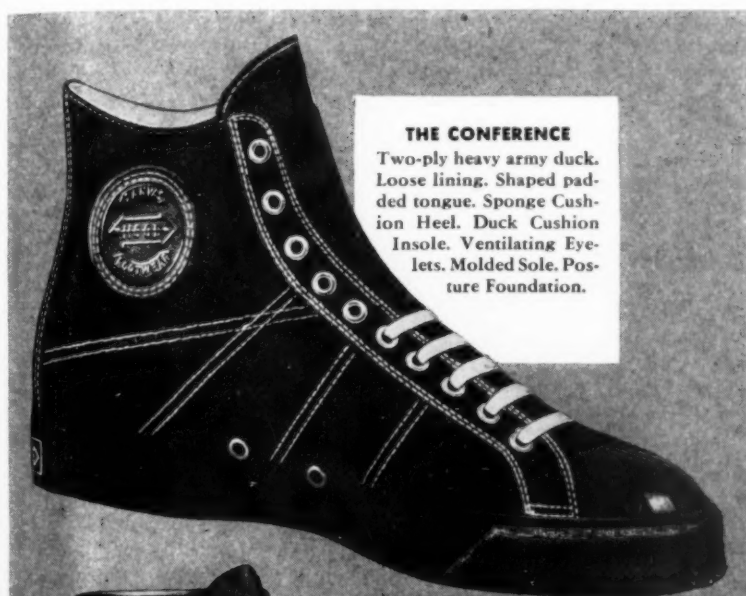
order you will have twenty-two players surrounding the ball, kicking away wildly with but one thought in mind—to lay a boot against the leather. Even after giving them full-time instruction in playing position, the coach is fortunate if, by the end of the season, the wings are staying away from the center of the playing field and the halfbacks are trailing their forward line at a respectable distance.

Through experience the writer has found that even by constantly reminding the boys to play position the results are negligible. The individual performer cannot absorb this advice because there are too many other details of play demanding his attention. There are several methods to use in getting this position-playing to be second nature to players.

Blackboard work with definitely assigned areas for forward linemen and halfbacks has some value. The fullbacks and goalie are not so much affected by this. The writer tried the

(Continued on page 36)

A BASKETBALL PLAYER IS ONLY AS GOOD AS HIS FEET!



THE CONFERENCE

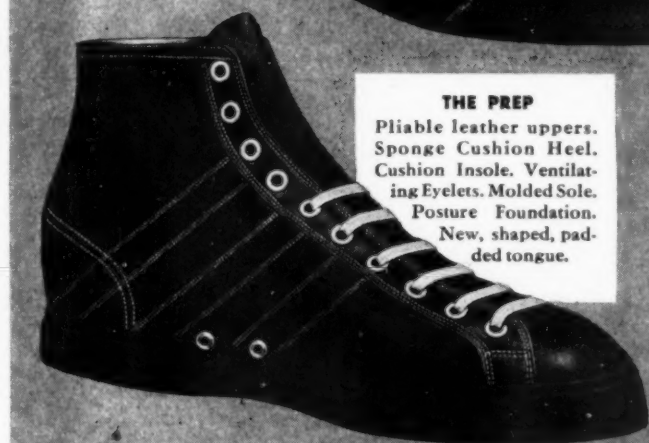
Two-ply heavy army duck. Loose lining. Shaped padded tongue. Sponge Cushion Heel. Duck Cushion Insole. Ventilating Eyelets. Molded Sole. Posture Foundation.

THROUGHOUT a game and throughout the season, a basketball player must maintain his speed and leg-power to keep winning. No wonder so many teams prefer Hood Athletic Shoes with Posture Foundation!

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From Coaching School Notebooks

Harry Stuhldreher

Reported by H. M. Robbins

Bemidji H. S.

THREE football instructors shared the rostrum at the Northern Coaching School—Harry Stuhldreher of the University of Wisconsin; George Hauser, University of Minnesota line coach; and Howard Wood, coach at Washington High School, Sioux Falls, S. D.

One of the late Knute Rockne's ablest field generals and a forward passer of note, Stuhldreher naturally touched most strongly on forward passing and quarterbacking. In passing, suggested the Wisconsin coach, grip the ball so that the forefinger is parallel to the seam and about one inch from and pointing toward the end of the ball. Place the little finger on the laces and the others in a natural spread. The forefinger or index finger, is used as a "pusher."

Teach your boys to grip the ball firmly before passing. For practice have them grip the ball, drop it and recover in the same motion, remembering to keep space between the ball and the palm, as in basketball shooting.

The overhand method of throwing is the most common and undoubtedly the best. By teaching a passer how to throw a running pass to both the left and right, a coach can add to the threat of his aerial attack. From the standpoint of accuracy, it is essential for the passer to focus his eyes directly at the target prior to delivering his pass. He can mask the direction of the pass until the last moment, but must pick out his receiver and be looking at him while releasing the ball.

Escape tactics

Stuhldreher outlined a number of escape tactics for pass receivers. In one type of escape, the receiver runs directly at the defensive man and employs a full basketball pivot to shake himself loose, putting in all the deception that is possible. He works in as close as possible as if for a block and pivots completely around to evade the defensive man.

A pivot and comeback is effective when the opponents are extremely cautious and are playing well back on defense. As the receiver approaches the defensive back, he changes direction, reverses and heads back in the direction of the passer, cutting left or right after receiving the pass. Stuhldreher warned

against going too far down-field on this pivot and comeback pass, as the receiver will give the defensive man too much time to cover. In pivoting and coming back, take the pass low in the stomach.

Against flat-footed secondary, a change of pace may throw the receiver into the clear. The receiver coasts up to the defensive back, at half or three-quarters speed, suddenly shifts direction and races by him at full speed. The passer can add appreciably to the deception by faking a pass and holding back until the receiver has shaken himself loose.

The fake and cut is an excellent maneuver to determine defensive set-up. The receiver, on nearing the defensive back, fakes a break in one direction and shoots off on a tangent in the other. If the defense is deployed in man-to-man fashion this basketball-like check creates a mo-



Drill 1



Drill 2

Diag. 1

mentary screen by which the receiver can get that all-important step advantage on the opponent. If the defense is using a zone, set two men on one and out-manuever the defensive man in that fashion. This double teaming requires a good deal of practice to pick up the fundamentals of the maneuver and the procedure in different situations.

Advocates direct signals

The huddle does not satisfy the essential needs of the Notre Dame system, declared Stuhldreher in advocating a direct system of signal calling. Furthermore, continued the one time all-American who is considered one of the more orthodox masters of the Notre Dame system, it is only a matter of time before all teams will adopt a direct system of calling signals. "Sufficient time must be spent in schooling a quarterback to call signals directly," stated Stuhldreher. "The alibi of not having sufficient time for this schooling is not a good one as often the instruction is not even attempted."

The coach can help the quarterback by setting up actual game situations in practice and closely checking the quarter's selection of plays. As great a difference will be noted in his selection of plays from the practice to the actual game as there will be from dummy scrimmage to real scrimmage.

The lack of a spontaneous reply by a quarterback to a coach's question does not necessarily mean that the boy is slow-witted, but may be due to a natural fear of making a mistake. The coach must adopt a tolerant attitude. With time, the speed of the response should increase.

The quarterback must thoroughly acquaint himself with the sequence of play, the holes where he gets the best blocking, the personnel of his own team and that of the opponents.

Favors balanced line

Switching to line play, Stuhldreher expressed a preference of the balanced line over an unbalanced line, because he believes in a balanced alignment the offense will know exactly where the defensive men will be. Flexing the ends will spread the defense and improve blocking opportunities on the defensive tackle and full. If the tackle cannot be flanked, a wide opening will be left between the tackle and guard.

The balanced line also packs more strength to the short side and is an aid to flank and passing plays. A six-man line as a defense against a balanced line gives the offensive center a better blocking assignment. For psychological reasons, Stuhldreher does not call the weak side that but calls it the short side.

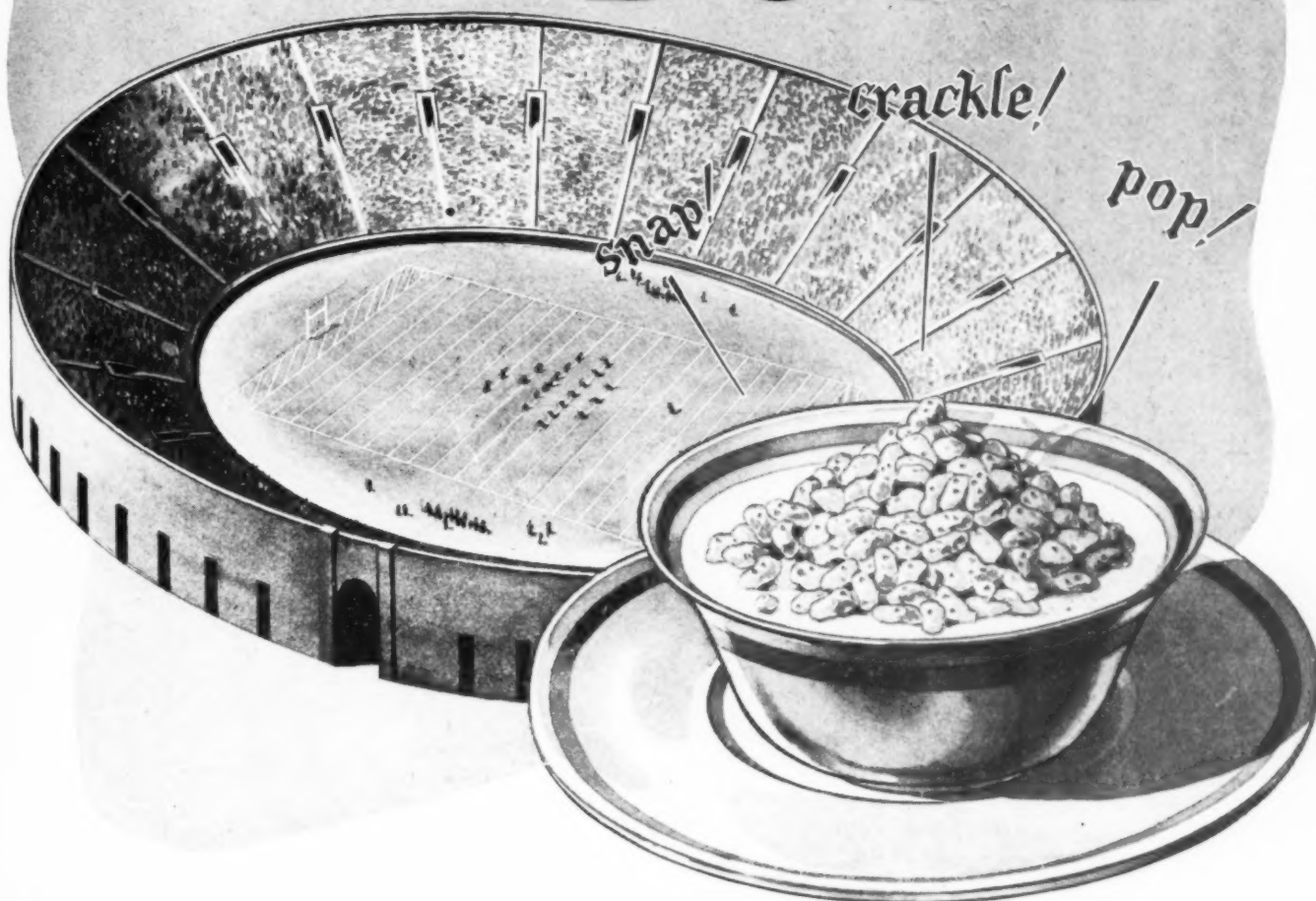
"The Notre Dame 'T' formation has lost none of its effectiveness in recent years," flatly stated the coach. "There is always the constant threat of a quick thrust to keep the defense worried." The short punt formation does not mass power as quickly or is as deceptive as the "T".

On offense the linemen employ a comfortable, four-point stance with the head up, back and neck straight, shoulders parallel, and the driving power expelled from legs which are drawn well under the body. The distance of the back knee from the ground will determine whether or not the tail is too high.

Lecturing on line play at the New York Herald-Tribune's coaching school, held in the Herald-Tribune building, N. Y., from Aug. 30 to Sept. 3, Lou Little, coach of Columbia University, maintained that "The four-point stance develops more power straight ahead, yet it is not so effective for men swinging out of the line. I still like the four-point stance on defense, but even here the widespread use of mouse trap plays has forced us to use caution in charging into the enemy backfield. . . . You can't penetrate too deep into

(Continued on page 28)

TEAMWORK IN THE BOWL!



TEAM snaps into formation . . . quarterback crackles signals . . . center pops pigskin into play—BUT . . .

Kellogg's Rice Krispies — an All-American cereal! — go "Snap, Crackle, Pop!" all at once! And what teamwork! — flavor and crispness deliciously blended! What a perfect "pass" defense — *no one* can pass up Rice Krispies! Watch them come back in the "second half" — for second helpings! Rice Krispies are a *light* team — but see those toasted rice bubbles smash right through appetite for a taste-touchdown!

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SO CRISP they crackle in milk or cream

Changes In The Basketball Rules

OF THE twenty odd changes in the basketball rules for 1937-38, two rules—the elimination of the center jump and the rewording of the blocking rule—will probably most influence the game for the coming season.

When the rules makers reworded the blocking rule they sought to clarify this passage and thereby eliminate the varied sectional interpretations which have long stood in the way of a uniform adherence to the rules. Under the old blocking rule, the game assumed sectional rather than national proportions because of the wide variance in blocking-screening interpretations. The legislation was reworded to clearly define what constitutes blocking or screening.

In eliminating the center jump the legislators hope to discourage the use of towering freaks who are included in the line-up only for their ability to control the tap. With few center jumps, it naturally follows that the shorter, more skilled player will make for a better team man. The good, tall man will always have an edge over a smaller opponent but not to an extent where he could almost always give his team possession of the ball after every field goal.

The new legislation is also expected to speed up the game, which really needed little speeding up. The rule framers, anticipating a faster game, provide for an extra time-out for high school teams, increasing the time-outs per game from four to five. A team will still be allowed the regular five seconds to put the ball in play after a goal.

The complete list of rule changes and comments with special emphasis as they affect high school play follows:

Page 2. The diagram showing the basketball court is the same as last year's, except that several slight errors have been corrected and the marking has been made in such a way that there should be no question as to the interpretation of the diagram. Last year the label for the free-throw lane was so arranged that there was some uncertainty as to whether the lane included the entire restraining circle. This year's label removes any such doubt. The optimum dimensions of 84 ft. by 50 ft. for high school and 90 ft. by 50 ft. for colleges emphasize the need for the large court.

Rule 3, Sec. 1-note. The additional note this year makes it clear that the newly developed double ring type of basket which causes a light to flash is to be considered legal in case any school chooses to install such equip-

ment. This type basket was investigated by the research department of the National Basketball Committee and was ruled legal. It should be noted that this applies only to the well-known double ring type of basket which has rigid vertical bars so arranged that the ball cannot bounce out after it has entered the basket. In case the lighting apparatus is attached, it must be located in such a way that it cannot interfere with the ball on any ordinary type of shot. Freak designs are not to be considered legal until approved by the Rules Committee.

If the new type basket is used, it will be necessary to adhere to a few special interpretations. The light is to be considered merely an aid to the official. The flashing of the light is not necessarily a sure indication that a goal has been scored. The final decision still rests with the referee. If the light flashes but the referee rules that the ball did not go into the basket, there can be no appeal on the referee's decision.

If the ball strikes the supports or lower ring of the basket, it is to be considered still in play. This applies to a free throw as well as a try for field goal. However, if there is a question as to whether the free thrower deliberately missed the free throw it should be the policy of the referee to give the thrower the benefit of the doubt only in case the ball strikes the upper ring.

Rule 4, Sec. 1. The new rule relative to the reaction of a ball makes it necessary for coaches and managers to exercise extreme caution in inflating the ball. The better known manufacturers are placing the proper stamp on each type of ball to indicate the official air pressure. If the stamp shows that proper reaction is secured with eight pounds pressure, then that is the only pressure which is to be considered legal. Visiting coaches have a right to have the ball tested for such pressure and each school should have proper apparatus for making such tests.

Most of the new molded balls will react best at a pressure of eight to ten pounds. If the home team provides such balls and if they are inflated in accordance with the stamped instructions, these balls are official. It is recommended that coaches inform their visitors well in advance of the contest which type ball is to be used for the contest.

As far as the tournaments are concerned, no decision will be made relative to which type of ball will be used until there has been opportunity to determine sentiment after the new type ball has been thoroughly tried.

Rule 5, Sec. 2. There has been a slight change in this section of the rules but the change is for purposes of clarity and consistency.

Rule 5, Sec. 6. The term "solid color" is now used instead of merely "con-

trasting color" to make it clear that numbers which are of the same color as that of the jersey but with a thin border piping of a contrasting color, are not to be considered legal numbers. Such outline numbers are difficult to read and theoretically handicap the visiting players and followers because they cannot determine at a glance the number of a given opponent. Coaches are urged to discontinue the use of such numbers. Of course, if a team is equipped with them, the official has no authority to demand a change. However, the case should be reported to the state office so that an appeal may be made to the proper school authorities.

Rule 6, Sec. 3. This section has been rewritten. The only new provision is the one which gives the referee authority to decide whether a goal shall count in case the officials disagree. This applies especially to cases where a try is made in the last few seconds and one official believes the ball left the hands of the thrower before the gun and the other believes it did not.

It should be noted, however, that this does not give the referee authority to overrule the umpire in the calling of a foul. If the umpire rules a foul and the referee calls it a lesser infraction, the umpire's decision is to stand.

Rule 6, Sec. 5. This paragraph has been rewritten because of changes which have been made in Rule 11. Several of the duties of the official which were included in the corresponding section last year are now covered in Rule 11.

The questions and answers which appeared under this section last year are covered in the new material of rewritten Rule 11. It will be noted that the exception to a general rule in the second question last year has been removed. In case there is a courtesy time-out and the ball is to be put in play from out of bounds it is to be awarded the proper team at the out-of-bounds spot. This is consistent with all other similar situations.

Rule 7, Sec. 7. The last paragraph has been slightly changed. The phrase "from the field" which appeared in the first line last year has been omitted and the phrase "on a try for field goal" has been inserted in the third line. The reason for these changes is that part of this paragraph applies to a free throw as well as to a field goal. This would be the case if a foul is called on the opponent while the ball is in the air on a free throw. In such a situation the free throw would count if made. The penalty for such a foul is enforced in addition. Of course, in case of violations such as entering the lane too soon there is no additional penalty if the free throw is successful.

Rule 7, Sec. 15. The two questions and answers at the end of the corresponding section last year have been replaced by a new question. Hereto-

fore there was considerable doubt as to when fouls by both teams are to be administered the same as if they happened simultaneously. Last year the terms "before the free throw" and "on the same play" were used. This gave rise to considerable dispute as to what constituted "the same play" and also as to the procedure in case there is a foul by Team A, and a later foul by Team B during the period connected with the free throw.

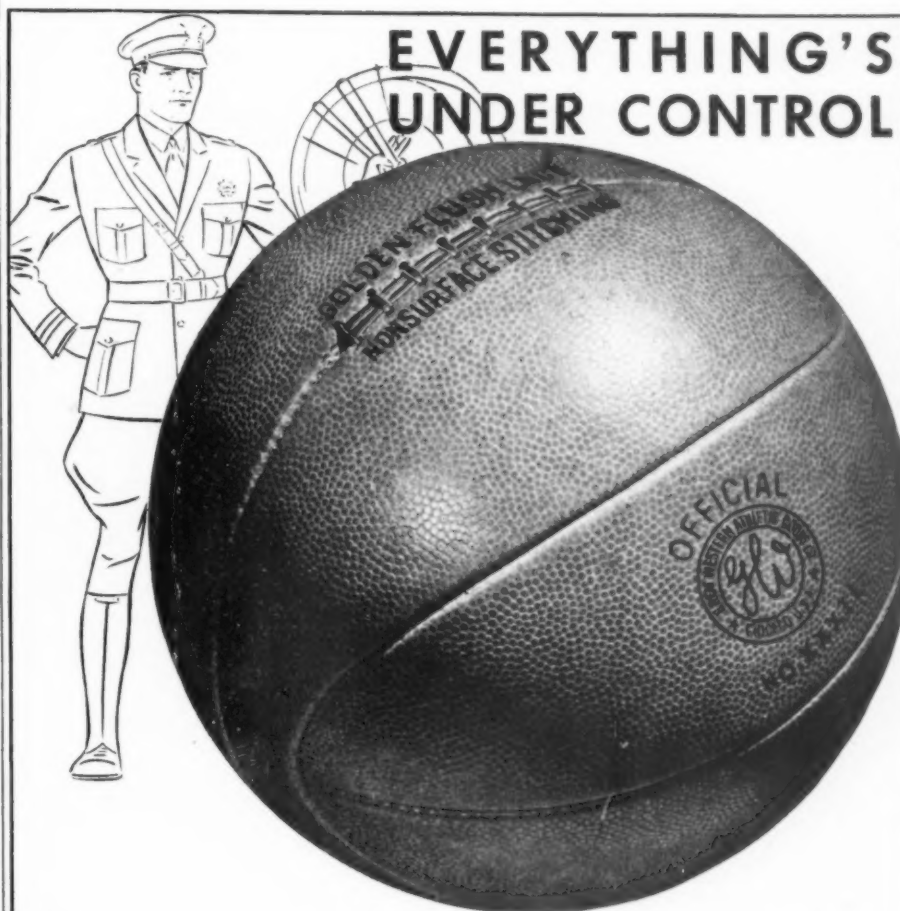
Complications arise when the other team fouls while the ball is in the air or during the period after a successful free throw and before the opponents' throw the ball in from out of bounds. The new question shows that a flat rule covers all of these cases. If the second foul occurs before the official signals time in, the procedure is the same as if the two fouls had happened simultaneously, i.e., jump ball at center. This new ruling is consistent with certain rulings relative to double violations connected with the free throw.

Rule 8, Sec. 5b. Last year's "b" has been omitted and a new "b" situation added. The ball is no longer tossed at center after a goal from the field. It is awarded to the opponents out of bounds at the end and the procedure is the same as after a successful free throw following a personal foul. The new clause states that if there is a held ball in the center restraining circle, the ball is tossed in the center circle and the restraining circle is used for the other players. It will be noted that the ball is tossed in the center circle only in the case of such held balls, or at the beginning of each half and extra period, or after double and technical fouls. Even the practice of taking the ball to center in case a quarter ends with the ball in the air on a try has been discontinued. (See Rule 11, Sec. 5.)

Rule 8, Sec. 8-note. A new paragraph has been added to this note. This paragraph is designed to settle a number of disputed points when a player in control of the ball is touching or straddling the division line. The rules did not cover these situations and consequently there have been many disputes relative to them. The proper interpretation is now clearly outlined, although the situations are so complicated that it will require thorough diagramming to make the interpretation clear. The most common one of these situations is that in which the player has one foot touching the division line. In that case he may pivot at will through an entire circle as long as the pivot foot remains on the division line. In case it is the non-pivot foot which touches the line the court position of the player does not change until such time as both feet may be brought to the floor on one side of the division line. After that happens the touching of the line changes the court location each time it is touched.

To illustrate: A1 is straddling the division line when he receives the ball from a teammate out of bounds. He then uses the foot which is in the back-court as his pivot foot and steps several

(Continued on page 22)



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The ability to completely control the action of the ball it plays with is vital to the success of your team, and for flawless performance the ball must respond with unfailing fidelity to the players touch in every bit of action from starting whistle to closing gun.

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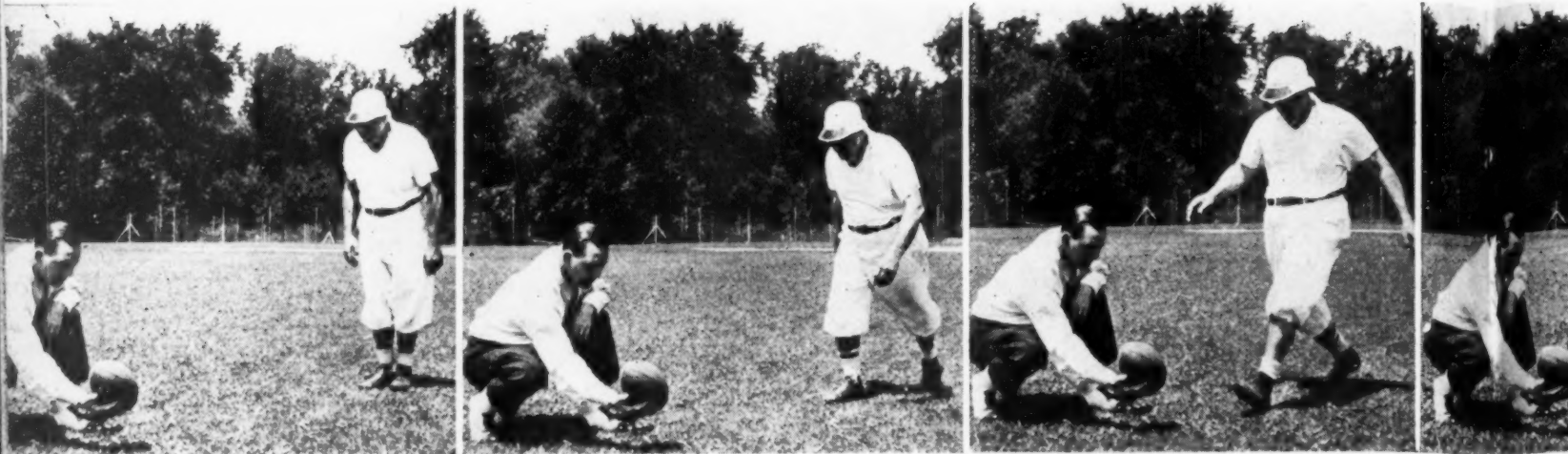


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MULTIPLE KICK • DROP KICK

By LeRoy N. A.



Above: THE MULTIPLE KICK. Under the rules this type of kick can only be used in place of a punt. It is the kicking of a ball held off the ground and controlled by another player. It can be kicked high or low or to a spot when kicked from the palm of the holder's hand and contacted on the rear point of the ball in the same manner as the old mud tee kick-off. The holder aims the ball

Right: THE DROP KICK. There are several different methods of drop kicking but Mr. Mills believes the method he demonstrates in these pictures is best for the average high school drop kicker. He holds the ball between his hands with the middle fingers of each hand on the respective side seams of the ball and the thumbs resting on the sides of the top of the ball. The other fingers are spread naturally to keep the ball steady. Note how true the ball drops from his hands to the ground. Up until the foot contacts the ball, the position of the ball does not vary. While the ball should be dropped from a point as near to the ground as is comfortable for the particular kicker, the most ideal spot for the release is in a position almost parallel to the left knee. The kicker's toe contacts the ball on the middle seam about two or three inches from the bottom point. The higher this contact point, the lower the kick. From the angle of the ball in the fifth picture, the kicker is planning to kick one about 25 to 30 yards.



Below: THE RUNNING KICK. This kick is very effective in returning a kick-off or a punt but can also be executed from a scrimmage run or a pass. Mr. Mills is stepping out on his right foot as he reaches up to pull in a punt. As the ball falls into his hands he quickly tucks it under his right arm, holding the ball in the usual way but with the middle finger under the middle under-



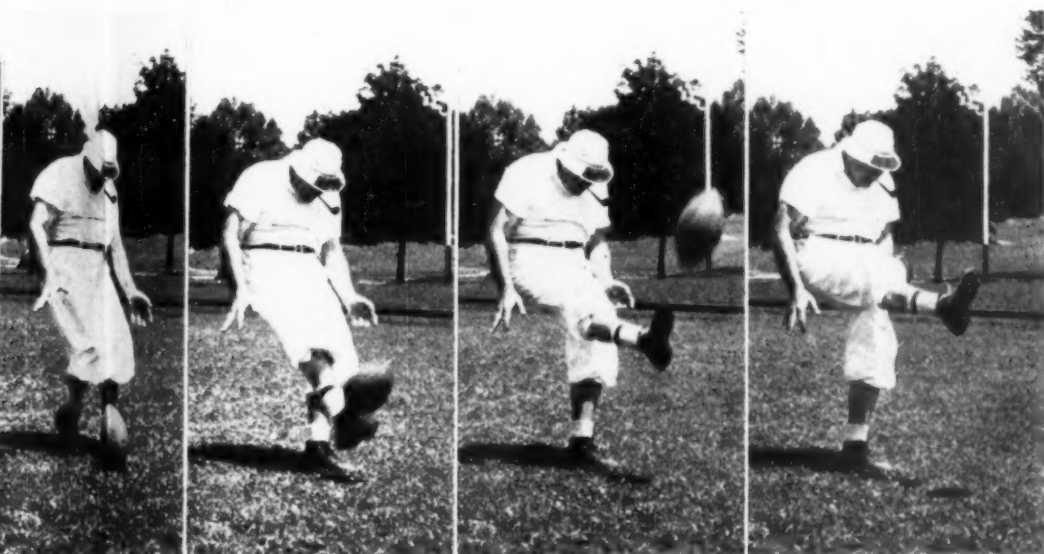
DROP KICK • RUNNING KICK

By LeRoy N. Mills



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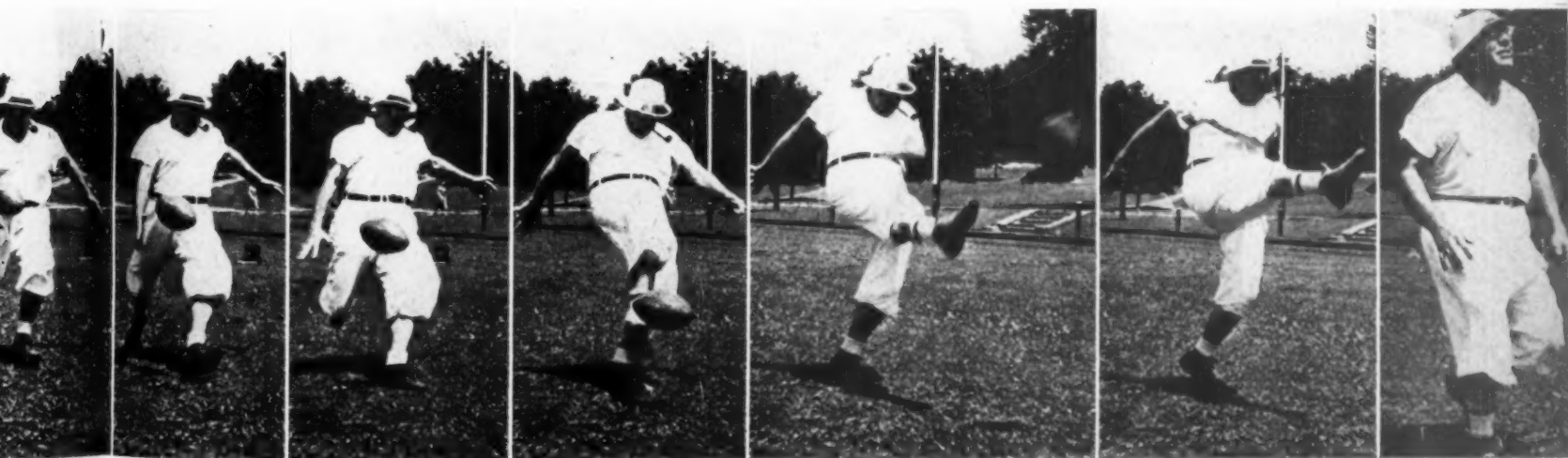
for the kicker, both men giving the ball their undivided attention. The holder crouches comfortably on well-braced legs and holds the ball out with fully extended arm. The kicker (Mr. Mills) steps right, left and then contacts the ball. Both steps are short and the second step should bring the left leg even with the ball. This kick is self-timed and can be kicked great distances very quickly.



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seam. Holding the ball with both hands, he takes a step on the left foot, then right, left, right (not shown in picture), left, and as he steps out on the right again he quickly adjusts the ball into kicking position close to his body. As he advances his left foot, he releases the ball (aimed to the left) and kicks. Note the carefully pointed toe for the kicker wants a low, rolling kick.

The longer the distance the further back you tilt the ball and the further ahead you place the ball to get more follow through and force. Timing and eyes on the ball are vital to the success of the drop kick. From the time the kicker takes his first short step until the final follow through, note how he keeps his head down and his eyes on the ball. Under pressure a kicker may lift his head involuntarily to see how close the intruding opponents are. If the ball is contacted to the right of the middle seam, the kick will veer off to the left; if the contact point is to the left of the middle seam the kick will be forced to the right. The former error is generally caused by a hook while the latter by the natural pull of a right-footed kicker. These errors can be corrected by chalking the middle point of the kicking toe. This will register the absolute point of contact, and by inspecting the ball the necessary corrections can be made. For longer distances with a slower spin, the ball should be tilted further back. The ball is held straighter for shorter and higher kicks with a faster spin.



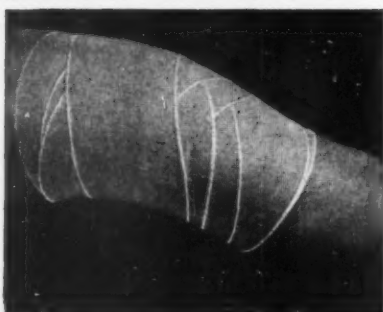
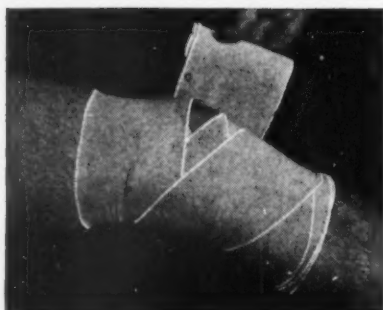
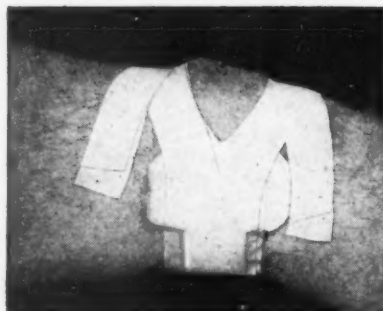
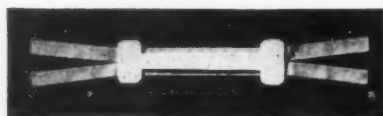
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Rules Changes

(Continued from page 19)

times with the non-pivot foot. In such a situation A1 is considered to be in the front court when he receives the ball. He remains in the front court through any number of steps with the non-pivot foot until such time as that foot is brought to the floor entirely behind the division line. When this happens A1 is in the back-court and if he touches the division line thereafter he will have carried the ball into the front court. In the described situation such movement would be legal. However, if the player should then lift the non-pivot foot and brings it to the floor again on the line or in the back court, he will have carried the ball into the back-court, a violation.

Regardless of the way these situations are handled the rules sound complicated. However, if officials will have these demonstrated on the floor they will soon train themselves to determine the violations by reflex.

Rule 8, Sec. 9. This new section outlines the procedure for putting the ball in play after a field goal. The official should not handle the ball unless there is delay or confusion due to the ball having rolled into the bleachers or unless there is a possible injury. Players of the team which has scored are not allowed to touch the ball after the goal unless in the opinion of the official, it is instinctively done by a rebounder whose momentum is such that he is unable to avoid touching the ball after it is evident that the goal is to be scored. If a player of the scoring team touches the ball in any other situation, it is a technical foul for delay of game or unsportsmanlike conduct.

There may be cases where rapid action under the goal may cause several players to be off the court at the time the defensive team is ready to put the ball in play after a field goal. In such a situation the referee should not delay the throw-in unless it appears that one or more of the players may be injured. In that case he has authority to take an official's time out to determine whether either team desires time out for injury. However, he is not obligated to do this. Under ordinary circumstances players who pile up under the basket are expected to return to the court as promptly as possible.

The defensive team is allowed the usual five seconds after securing possession of the ball in a position where it may be thrown in. They also are privileged to pass the ball from A1 who is out of bounds at the end to A2 who may also be out of bounds near a corner of the court at the end. No particular place on the end of the court is specified for the throw-in.

In the past it has been customary for one of the officials to lead the play and to be directly behind the basket at the time a player drives in for the try. The enforcement of the new rule will probably be facilitated by having the official

take a position at the end of the court but not behind the backboard.

Rule 9, Sec. 3. This section has been changed to eliminate the third extra period in tie games. According to the new rule the sudden death method which was to be used in the third extra period last year is now to be used in the second. Hence the second extra period of the tie game will be indefinite as to length. It will be three minutes in length only in case neither team makes two points during the period. All rules and interpretations which applied to the third period last year now apply to the second period.

In tournaments the sudden death method is to be used in the first overtime period. In tie games a five minute intermission will precede the first overtime period. As far as college and independent games are concerned, there has been no change in the method of terminating tie games.

Rule 9, Sec. 4. There has been a slight change in the wording of this section for the sake of clarity and consistency.

Rule 10, Sec. 2. This section gives a new procedure for putting the ball in play in case the official is in doubt as to who touched the ball last before it went out of bounds. Last year when this happened the official declared a jump ball near the spot where the ball crossed the boundary line. According to the new rule the jump is to be at the spot where the ball was last touched or the spot closest to that point six feet from the nearer sideline. It will be noted that there will never be a jump ball closer than six feet to a sideline. However, the jump may be less than this distance from an end line. There are many who believe that the rule should apply to both end and sideline, but the objectors claim that too great an advantage might be given a team by moving the ball farther in the court in case the last touching is near a backboard.

Officials should clearly indicate the spot at which the jump is to be held and they should not tolerate any delay by the jumpers in taking their proper positions. If one jumper is ready and the other is too slow in taking his position, the official has authority to toss the ball with only one jumper present or to call a technical foul for delay of game.

Rule 11. This rule has been entirely rewritten. In the past there was considerable overlapping between this rule and other sections of the code, and in addition, many of the provisions were not clear or at least were so arranged that statements concerning a given situation were scattered throughout the rule. The new wording appears to be a considerable improvement. There are only a few changes in actual procedure.

In **Sec. 4**, five charged time-outs may be allowed a high school team without penalty. This is compensation for the speeding up of the game which is expected because of the elimination of a number of the center jumps.

In **Sec. 5** there has been a slight change in connection with the situation where the ball is in the air on a try at the end of the first or third quarter. In such a situation, if the goal is made the new quarter starts by a throw-in by the defensive team. If the goal is missed, the new quarter starts by a jump at the nearer free-throw line. This is consistent with the rule that the new quarter is started by a jump at the nearer free-throw line if a pass is in the air over the free-throw lane when the quarter ends.

For a number of years there were a few exceptions to the rule that when the ball is awarded to a player out of bounds, it is to be thrown in from the out-of-bounds spot. It appears that all of these exceptions have now been eliminated and the general rule applies even to the case where a player is in possession at the end of a quarter or in case there is a courtesy time-out.

Rule 12, Sec. 2. This section contains new provisions that show there is never a jump ball at a point less than six feet from a sideline. When there is a held ball in the center restraining circle, the jump is to be in the center circle with all restraining rules in force for the other players. This compromise provision should be popular with those who believe that all jump balls should be at one of the three restraining circles.

Rule 14, Sec. 7. The phrase "or missed" has been added in the third line. This addition is to take care of a

loophole which technicians may have discovered in last year's rule. If last year's rule had been strictly enforced it would have been a violation for a player along the free-throw lane to have entered the lane after a free throw had clearly missed the ring. Since missing the ring is a violation, it would have been a double violation and hence the defensive team would have been deprived of their right to throw the ball in from the end. The new rule makes it clear that such an act is not to be considered a violation since no harm could be done by a player entering the free-throw lane between the time the ball misses the basket and the time it is thrown in from the end.

Rule 14, Sec. 13. Penalty (a) gives a new procedure for putting the ball in play after interference while the ball is on or in the basket. Since the goal is awarded it is logical to award the ball to the defensive team out of bounds even though that team is the offender.

Rule 14, Sec. 14. This new section has been added to discourage the unusually tall player from attempting to hook the ball away from the basket when it is almost in. It will be noted that it is still permissible for a player to have his hand above the level of the basket and to bat the ball away provided there is no touching of the basket or the cylinder which has the ring for its base.

Officials should take heed of the fact that the new rule is designed to dis-

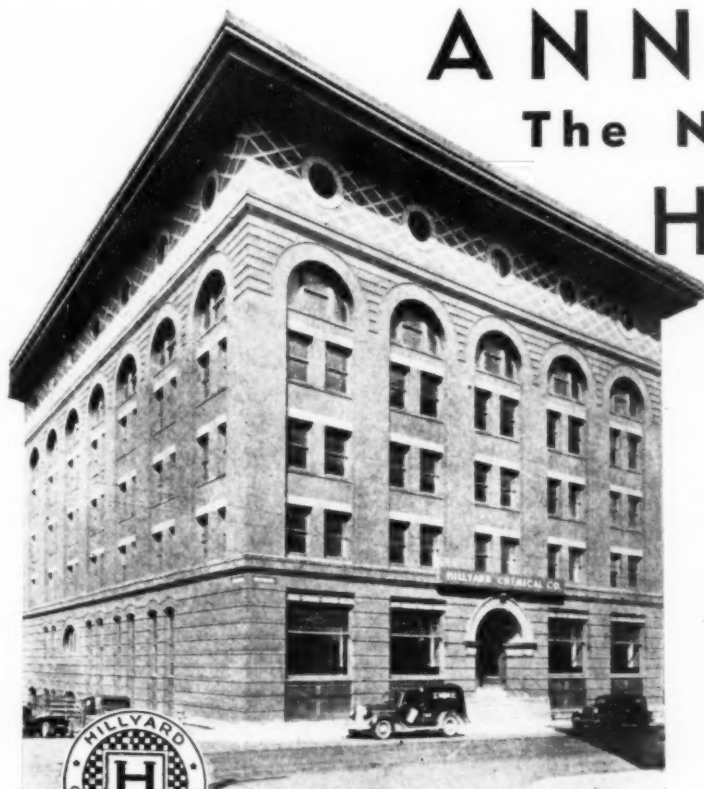
courage any touching of the basket. This applies to the net as well as to the ring and in case the new double ring type of basket is used it applies to the touching of the lower ring or the up-rights. Players should be coached to avoid coming in contact with any part of the basket or backboard. If they do come in contact with it it may be a violation, and in case of doubt the official should rule it a violation.

Rule 15, Sec. 1C. In this section, five time-outs are allowed for high school play.

Rule 15, Sec. 3. A new question and answer makes it clear that it is a technical foul for a player to be off the court if there is any possibility of his position having been taken in order to gain an advantage. The only time a player may be off the court without permission is in case he steps out of bounds to avoid a personal foul or in case his momentum in connection with a play is such that he cannot stop before going out of bounds.

The new interpretation is designed to stop cases such as that in which a player attempts to hide by taking a position out of bounds when the ball is being put into play or such as where a player attempts to circumvent the three-second rule by taking a position out of bounds at the end of the lane while the ball is being brought up from the back-court. In all of these cases the player should be penalized for leaving the court.

(Concluded on page 26)



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Passing and Receiving

(Continued from page 11)

followed by $\frac{7}{8}$ speed), change of direction or a cut into the open. A back or end going down the field should mask the spot where he intends to receive the pass as long as possible.

In **Diag. 1** the receiver does not race for the spot of reception immediately, but runs directly at the defensive back assigned to cover him or the territory. Traveling at about three-quarter speed he can cut in either direction at nearly full speed when he gets within one or two yards of the defensive player. It is more deceptive to feint in the opposite direction before cutting. Running to the left the receiver can feint with his shoulder and arm, then push off on his left, or inside, foot to the right. Executed well the feint will throw the defensive man off-balance and enable the receiver to get by him and into the clear.

Diag. 2 shows a variation of this maneuver. The receiver takes two steps in at an angle when about five yards in front of the defensive back, then drives quickly out to the right. This may also be supplemented by signaling for the pass with the hand over the shoulder just before cutting to the spot where the pass is to be taken. This signal is designed to bring up the defensive back faster and closer than he should be.

Instead of going directly at the defensive back in **Diag. 3** the receiver

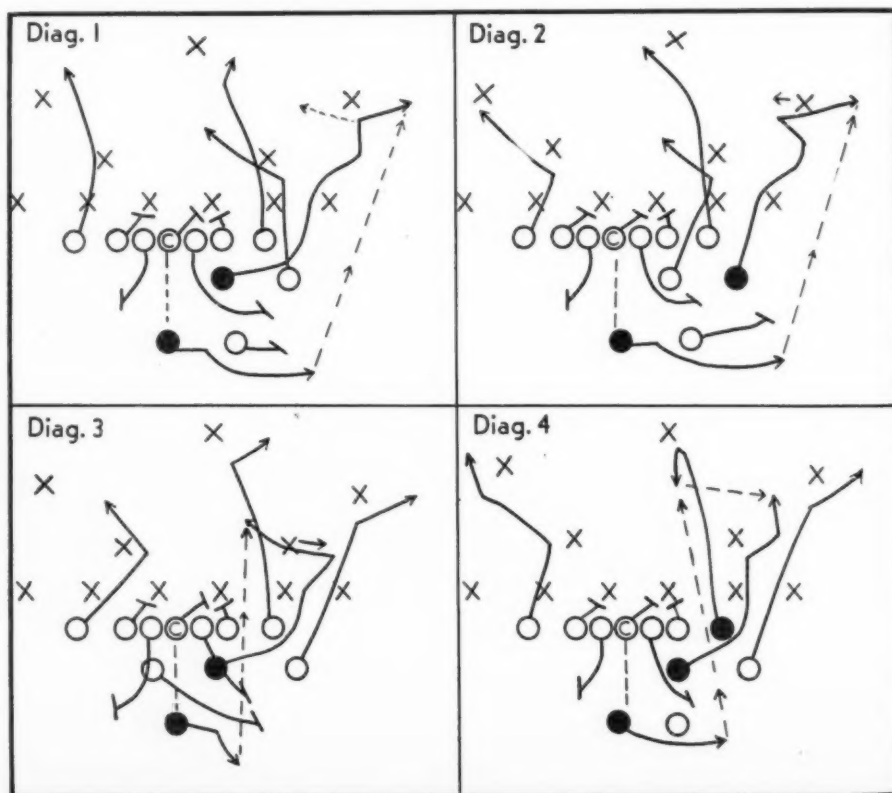
angles slightly to the outside, drawing the halfback out or off-balance. As the defensive back starts to cover to his left the receiver breaks sharply toward the center. Before the defensive player can recover, a fast-cutting receiver can beat him to the ball.

A "come-back" pass may work in well after a long pass has been attempted behind the safety man. The receiver, preferably an end, starts out directly for the safety as if he intends to get behind him again. However on approaching the defensive man, the end executes a front turn and retraces his steps about five yards where he pulls in a pass. A lateral-pass set-up at this point may gain additional ground (**Diag. 4**).

Loafing decoys

Sometimes decoy receivers are not very effective because the defense will note that they are more or less loafing on the job; this is especially true of inexperienced high school players. A smart end will take advantage of a discerning defense by appearing to loaf on the job, then suddenly coming to life with a quick break to the desired spot.

All the foregoing types of maneuvers by the passers and receivers must be built around proper timing. Just as the running attack has to be rehearsed, so must the passing.



Coaches' Corner

If you have something for this column send it to Bill Wood, University High School, Iowa City, Iowa.

It has been interesting to watch the effect upon the coaching profession of the growing emphasis placed on advanced degrees for high school teachers. The trend seems to be toward a master's or doctor's degree in an academic subject. Mathematics, social studies, and the various sciences seem to be drawing the largest numbers.

Until recently a coach would normally take his advanced degree, if he was at all interested in getting one, in physical education. Apparently only those who are definitely planning to do administrative work in athletics are aiming in that direction now. A similar movement is noticed in other fields. Is it now advised that only those who are planning to be school administrators should major in education. A knowledge of subject matter rather than methods of instruction is being stressed.

It is important for the coach to keep in mind that he is a teacher, and that when he faces his squad, he is in a classroom situation.

The boys tell this one on Coach "Moose" Gardiner of Northland College. It seems that one of his chalk talks wasn't having much effect. Finally he gave up in disgust, growling, "Can't you dumb bunnies understand the English language?"

"Sure, coach, but not your handwriting."

Dr. M. F. Carpenter, track coach at University High School, Iowa City, Iowa, forwards the following thoughts of the day:

An enthusiastic student body does not make a winning team, but a winning team makes an enthusiastic student body.

A team that looks good winning doesn't worry the intelligent scout as much as the team that looks good losing.

Pep clubs may give good entertainment, but the games are won by the team and the coach.

A cheerleader is sometimes ornamental and often funny, but the boy at the scoreboard has more to do with the outcome of the game.

An editorial on school spirit is usually a confession of lack of faith in the team.

The best remark on cheering is still that of the Notre Dame captain who declared that his team didn't need a yell to tell people that it fought.

Wonder how Carpenteria, Calif., is getting along this fall. The greatest athletic "team" in the high school's history graduated last June. James Peterson, in four years, won every award in athletics that Carpenteria offered—16 letters in football, basketball, baseball, and track, besides honors in tennis and a sack full of
(Concluded on page 27)

KERR OF COLGATE



speaks about bananas:

"So far as athletes are concerned, I find bananas especially valuable for two reasons: First, they release a certain amount of food-energy quickly, and thus help fairly rapid recovery from fatigue. Second, they also supply food-energy for a considerable time after the meal, owing to the slower absorption of some of their sugars. Because of this staying power, I permit my men to eat bananas regularly, even for breakfast the day of a game. The fruit must be fully ripe, of course."

Andrew Kerr

Coach, Colgate University
Hamilton, N. Y.

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Basketball Rules Changes

(Continued from page 23)

Rule 15A. Secs. 2, 3, 4 and 5 have been renumbered. The chief reason for this is to place Secs. 4 and 5 in close proximity to the new note which now follows it. This note makes it clear that it is not necessary for the official to resume play before penalizing for violation of these two sections. If the referee is ready to put the ball in play and a player has not complied with the rules, the referee has authority to assume that it will not be done before he actually signals for the timer to start his watch. It also is clear that in case these sections are violated and are discovered after the ball has been in play, the referee has authority to penalize at any time the infraction is discovered.

Rule 15A, Sec. 6. The note after this section has been inserted because there have been claims that not all technical fouls are listed in this section of the rules. It may be that there are other such fouls which are not definitely listed.

Rule 15C. Last year's Sec. 11 has been omitted and consequently the last three sections in this year's code bear new numbers. The section omitted dealt with face guarding. Face guarding is no longer a foul. However, the comments on blocking at the end of the code are designed to make it clear that

if face guarding is followed by contact the greater responsibility is on the player who had his back to the ball.

The chief reason for removing face guarding from the list of personal fouls was the claim that there were too many cases where good guarding demands that a player on the end of the floor opposite the ball turn his back to the ball in order to cover his opponent. There seemed to be no good way to obtain uniformity of procedure in these situations.

Officials should regard with suspicion a player who turns his back to the ball and gives his sole attention to shifting with an opponent while in close proximity to him. However, no foul is to be called for the act unless it is followed by actual contact. In that case, the face guarding is to be the determining factor in case of doubt. However, this is not meant to allow the offensive player in such a situation to deliberately charge in and make contact in order to draw a foul.

Rule 15C, Sec. 13. Part (b) has been rewritten. This new provision makes it compulsory for the official to call an additional free throw in case there is an unsportsmanlike foul against a player who is not in the act of throwing for goal. This applies to fouls such as those where a guard deliberately fouls an

opponent in order to prevent him from getting into position for a try or a foul committed against an opponent near the end of a period for the purpose of obtaining possession of the ball after the free throw.

In (e), deliberate fouls against players in the act of throwing for goal are unsportsmanlike conduct and the official is obligated to disqualify such a player.

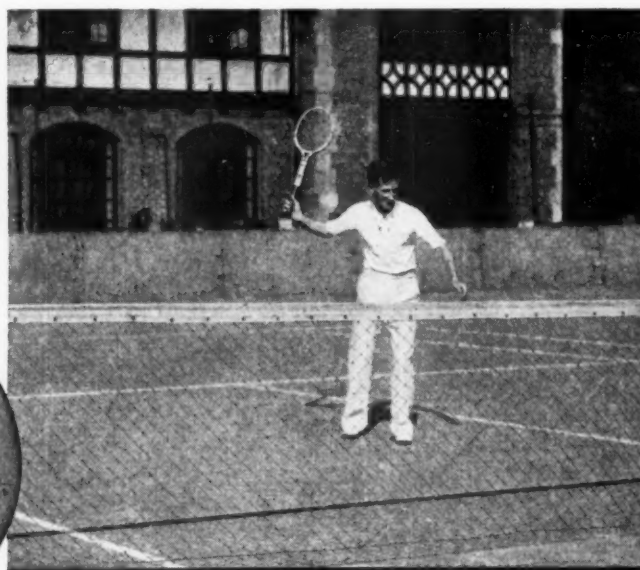
The note contains an additional clause which outlines the procedure in case a player throws a goal in the continuous motion following a foul at such a time that the signal ending the period sounds after the foul but before the ball is in the air on the try. In such a situation, the time keeper's signal takes precedence over the rule dealing with continuous motion.

The comments on blocking have been rewritten. No particular change is intended except in connection with the face guarding rule. The newly worded section takes care of the situation where a player moves suddenly into the path of an opponent at such a time that the opponent does not have time to avoid contact. As this section was worded last year there was a claim that the right of a player to any position on the court allowed trickery in this connection. In actual practice there will probably be no change in the calling of screening situations. However, the technicians may find the new wording slightly more satisfactory.

"TOPS"

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Coaches' Corner

(Continued from page 25)

medals for various other activities. He led the football team in scoring for four years, was the champion batter of the baseball team, and held the California interscholastic pole vault record at 13 ft. 1 1/2 in. Ho, hum! Everybody vaults better than thirteen feet in California. It must be the altitude.

Back in 1929, Henry Iba, now director of athletics at Oklahoma A&M, was making an enviable record with his basketball team at Northwest Missouri State Teachers' College. Iba is a strong believer in discipline and has effective means of keeping his players in condition. For some breach of conduct one of the regulars found himself holding down a spot on the bench during an important game. Each time the coach looked down the bench to make one of his numerous substitutions, the regular looked up expectantly, but his name was never called.

A few minutes after the game, Coach Iba, walking through the dressing room, noticed the player in question slowly taking off his basketball equipment and disgustingly putting on his street clothes. Coach Iba stopped and asked, "What's the matter? Aren't you taking a shower?"

"Naw, President Lamkin didn't take any, and he played just as much as I did."

Vance E. Geiger, principal of the public schools at Hopkins, Miss., sent us that one.

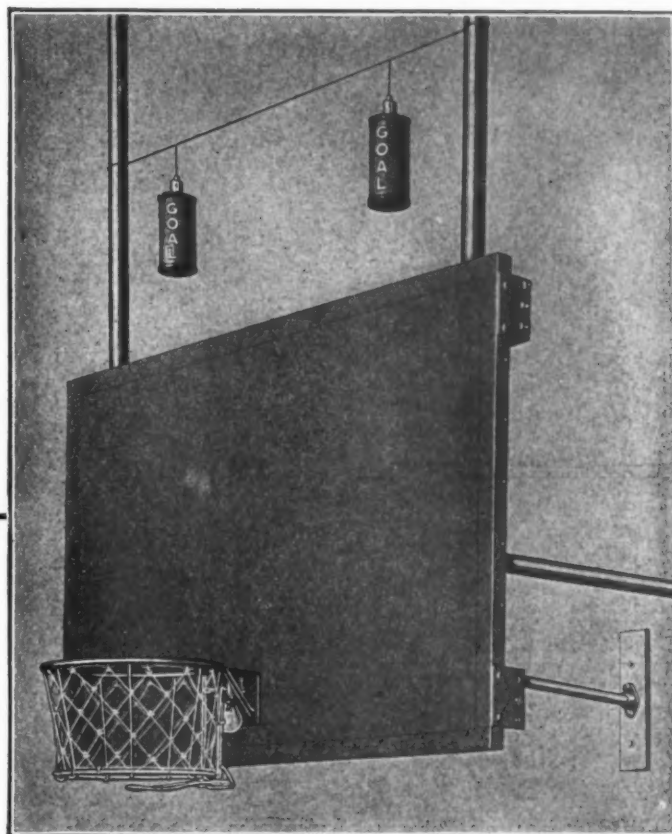
The Illinois Farm Olympics in 1936, the first festival of its kind ever held, drew a crowd of 30,000 to the stadium of the University of Illinois. The Farm Bureau enlarged the program this year to include everything from softball to tug-o-war. Farm boys have always been interested in sports—especially running, jumping, shooting, baseball, and wrestling. The Farm Olympics are designed to encourage that interest. The 1937 classic was held early last month. Everybody had a chance to try his or her luck. There were contests for square dancers, novelty bands, family group singers, checker players, and what-have-you.

To "Uncle Eph" Carey, a negro philosopher of Louisiana, Miss., goes credit for the best solution of the depression problem.

Says "Uncle Eph": "De depression am like a game of golf; three putts will beat it. Put your faith in God; put your Ford in the shed; put your folks in the field." To which we add irrelevantly that our golf game always seems to be in a depression.

How old is the game of football? In 1424 the game had to be played without the sanction of Scotch law. "The king forbiddes that na man play at fut ball under payne of iiijd." The three and one-half pence fine was too small to stop the game even in Scotland.

BILL WOOD.



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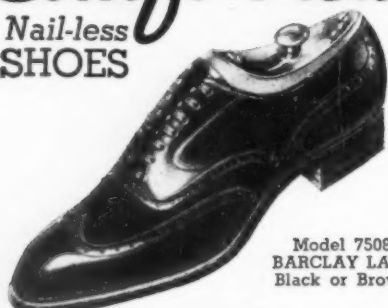
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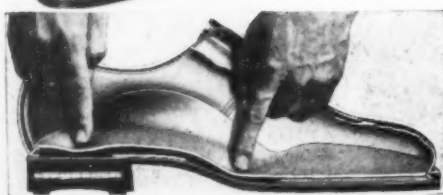
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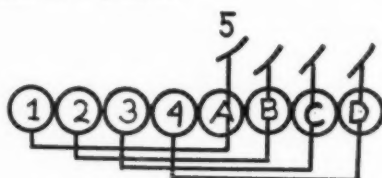
Coaching School Notes

(Continued from page 16)

the backfield these days. You must be prepared against a mouse trap or a cross-block. We now have our linemen get across the line of scrimmage with a one step drive, and if they find no resistance, then they stop their charge, get down on both knees and try to plug their defensive hole. Or, as an alternative they stop and hand-fight, turning towards the mouse-trapper."

The drills in **Diag. 1** were set-up by the coach to give ball-carriers practice in baiting would-be tacklers for the blockers. The ball-carrier, 1, drifts out and draws the defensive man, X, out with him—setting up X for 2, the blocker. No. 1 then cuts sharply away from the block. Drill 2 is a more advanced drill.

When the center moves over the ball, have him stretch with the ball well out in front to keep the defensive line back and also to allow for a longer follow through when passing the ball back to a punter.



Diag. 2

Pass defense and offense

Seldom drop back the ends on defense except on spread formations. If the opponents are attacking from a close formation, employ a zone type of pass defense. The man-to-man defense will work to better advantage perhaps against an open system of offense. If the offense employs both an open and a close style of play, use, in turn, a combination man-to-man and zone defense.

When the opponents drop into a spread formation, retreat the defensive end, halfback, tackle and fullback and fall into a man-to-man defense. Distribute defensive strength to meet offensive strength; watch carefully and shift on criss-crosses. Pass defense requires time and patience and a great deal of actual experience in covering receivers.

A passing attack is doubly as effective when shrewdly combined with a well-grounded running game. School the receivers on how to first fake a block and then scoot out for a pass. On running passes cover pass intention as long as possible. The forward lateral type of pass works best on the short side. Throw short, sure passes.

Hauser on line play

At the beginning of a season, advised George Hauser in a short lecture on line play, impress the players with the fact that progress will be gradual but marked improvement will be

shown before long. Do not ridicule the awkward, less adapted individual, of course, and create a help along cooperative development spirit.

If possible, give the linemen a taste of real contact work in practice. At Minnesota linemen are taught how to pull out, run through the hole and block by the drill outlined in **Diag. 2**. No. 1 pulls out, runs through the A hole and blocks No. 5 who faces the hole about three yards out. After 1 blocks 5, the latter takes 1's place in the line and 1 becomes the defensive man. No. 2 then pulls out and blocks 1, and so on until all the men have blocked and taken a turn at being blocked. This block is only a light one in the lap.

The step out of the line is a sort of sliding pivot. When hitting the hole plant the outside foot to the side and turn the shoulders squarely into the hole. Block left when going right and right when going left. Walk through the drill at first but later stress speed. Linemen should wear down the opposition by good hand play until they let down.

Lynn Waldorf

By Waymond Ramsey

WHEN Lynn Waldorf broached the subject of the organization of practice sessions, at the Northwestern Coaching School, he touched upon a problem of real concern to many high school coaches who find the scarcity of man power such as to make real scrimmaging impractical during practice. Waldorf's scrimmage sessions are so organized as to appeal to high school men in such a dilemma.

The Northwestern coach is exceedingly frugal with assignments during scrimmage. He believes the prime purpose of practice organization is to accomplish the most with the least waste of time and man power. For example, he does not employ a defensive line when polishing up on interference. Besides the offensive team, he only uses the defensive ends and backs. He follows this procedure in working on pass defense, pass offense and even line scrimmage; using only those men directly involved in the play. The same results are obtained he believes, and it is obvious that fewer men lessen danger of injuries.

Waldorf has an interesting theory on down-field blocking which does not conform to custom. There are always certain men whose assignment it is to mop up the secondary. Instead of having a blocker charge past the line of scrimmage and head for a

defensive halfback or backer-up, Waldorf insists that these blockers should stay close to the ball-carrier and block when the defensive backs rush in for the tackle. In short, instead of cutting towards the secondary after crossing the line of scrimmage, wait till they come up to the ball-carrier before blocking them. This, of course, applies to the ball-carrier's immediate interference and not to linemen (except, perhaps, for men pulling out of the line).

Quarterback sessions

In a lecture on quarterbacking, the Northwestern mentor suggested that the coach meet with his quarterbacks at least twice a week to study the next opponent's defense and the offense to be thrown against them. Waldorf gives his field generals a series of plays to use during the game and limits the number of plays per game.

Use these sessions to drive home to the quarterback the importance of closely studying his own team, noticing what player or players seem to be having a good day, and making the most of it. Explain how to run off a sequence of plays to build up to a pet play. Waldorf expects the quarterback to know perfectly every man's assignment on all plays.

Explaining a tricky bit of footwork for ball-carriers, the coach paid tribute to Minnesota's Andy Uram who used the maneuver to good effect against the Wildcats last year. As the ball-carrier receives the snap from center, he takes a short, jab step to the right and then smashes into the left side of the line. This tends to draw the defense slightly off-balance and set them up for better blocks by the offense line.

Natural stance best

When the subject of line play rolled around, Northwestern's line coach, Burt Ingwersen, ascended the platform and advised the coaches to "Let your men assume a stance most comfortable for them." If a coach attempts to change the stance of a boy who is accustomed to putting his right foot forward when on the line, the coach may cause the player to become tense to the point where he loses much of his effectiveness. Providing there are no serious flaws in the player's natural stance which may hurt his play, don't tamper too much with it as you may be hindering the lineman's freedom of movement.

Waldorf occasionally stations a lineman about a yard or so back in the secondary until the offensive team is just about to start the play.

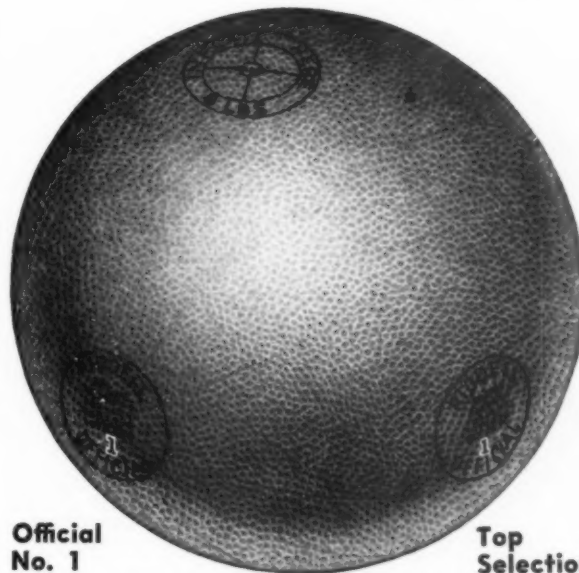
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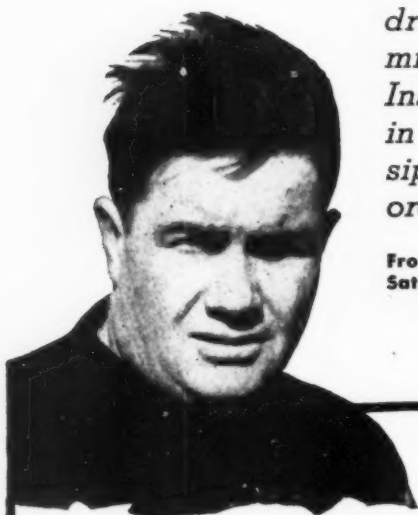
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NATIONAL FEDERATION NEWS

Committee meetings, notes

THE Federation has received an invitation from the National Volleyball Committee to appoint several members to that committee. Prior to this year the high schools have been unofficially represented by C. L. Walsh of Pittsburgh. It is probable that a Federation committee will be appointed to attend the next meeting as non-voting members. The committee will then report back with a recommendation for or against final appointment of members.

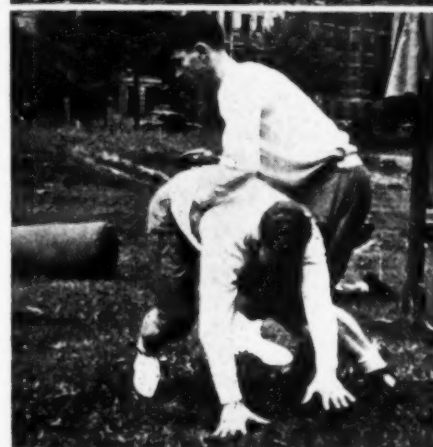
The National Interscholastic Football Committee will meet on Jan. 8. The place of the meeting has not been definitely fixed but it is probable that it will be Chicago. The committee is made up of one representative from each of the states that have officially adopted the interscholastic football rules. Each state has its own organization for choosing its representative to the National Committee and for enabling him to determine sentiment of representative coaches and administrators relative to proposed rule activities. A questionnaire relative to proposals for the new season is always widely distributed during November and December.

The annual meeting of the Federation has been set for Monday, Feb. 28 in Atlantic City in connection with the N.E.A.

The meeting of the National Basketball Committee is scheduled for April 9, the site to be determined by a mail vote of the members of the committee. This vote will be taken during the fall. Last year the meeting was held for the first time in Chicago. Prior to that time it was always held in New York. The Federation appoints four members to the basketball committee and also appoints an editor for the interscholastic section of the guide.

The northwestern states will hold a sectional meeting of the National Federation at Salt Lake City in the very near future. Some of the problems that will receive attention follow: regulations of meets and tournaments in which schools from more than one state participate; the determining of the type of game that shall be played in the various sports through the formulation of rules by the high school organizations; the attitude of school men toward the promotion of events that cause considerable loss of time in school attendance.

A number of states in the Northwest have become very active in high school athletic work during the last several years. At sectional meetings of this kind it is customary to have a panel discussion of the various athletic problems. Some problems are of such nature that more than one state is involved. Sectional meetings encourage united action.



Halfback Blocking an End

On this four-point block the half steps in close under the end's hands, and drops to all fours as he swings his left leg around and behind the end's right leg. Thus the end is almost pinched in by the halfback's left leg and left shoulder. In this outstretched position the halfback throws almost the entire surface of his body into the block.

Line Play

(Continued from page 9)

the arms carried low in front. The end does not stop when he gets across the line, but good ends will sense whether to charge in or out. If two offensive men start for him, the end may submarine under them; use the straight arm shiver, split the blockers, dive over, fade, feint with the charge, or straight arm shiver with hip smash. This is especially true in the six-man line. In a seven-man line, the paramount thought is to get across the line of scrimmage and turn everything inside. The responsibility of the end on defense is usually guided by the type of offense and the style of defense.

Defense against punts

The combinations of territorial exchange of responsibilities may best be used against a team that is in a position where they must punt. Hold up the linemen and play for a return of the punt. The defensive linemen grab legs and pile up the offensive line. The defensive ends smack the offensive tackles and halves follow up on the ends. The backer-ups retreat and take the first linemen down. This may work in some games and it may not. It is best to employ against a good, steady kicker who has plenty of protection.

Guards are often able to break through and block a punt by a variation in their attack. Let the guard drive to the outside of tackle on the first three or four punts and then suddenly feint out and knife through. If a guard is able to get through once in four punts, he is doing well.

More frequently the fullback is able to shoot through a hole made by the guards who split the line by pulling out two linemen. This is worked more often on the opposing center and guard. The center pulls the defensive center in one direction and the defensive guard pulls the offensive guard in the opposite direction.

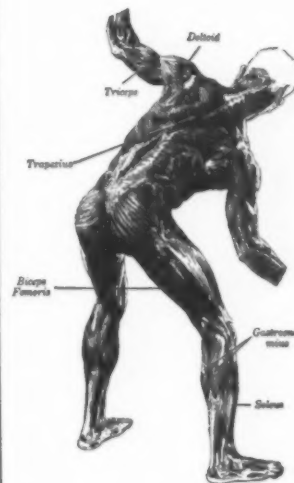
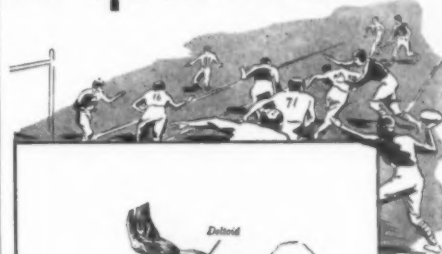
The end may play close to the tackle and drive through on the outside of the offensive fullback. In passing he grabs the full and pulls him out. The defensive tackle grabs the halfback on the same side and pulls him out. The guard pulls the tackle in, and the center sneaks around behind the tackle and smashes through.

The end and tackle may form an effective punt-blocking team. The end plays a little wider and starts running laterally towards the line of scrimmage. As the ball is snapped the end smashes toward the ball while the tackle changes assignments with him and shoots straight across.

Suggested fall back stunt. As soon as the ball is snapped and the kick is verified, all linemen drop back about twenty yards and then turn and block at a signal from one of the backs.

A good line is versatile and imaginative, and knows how to shift to meet unusual strength and style of play.

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We Don't Boo

(Continued from page 13)

mess jacket, white sport oxfords, and the regular Pepnocrat cap. Every member of the Pepnocrats wore a white shirt or blouse. All the girls wore scarlet skirts and white oxfords and the boys did not wear any ties. As the school colors are Red and White, we stuck to that color scheme when purchasing our caps. The caps were similar to those worn by bell hops, being scarlet red in color with a white chin strap and a white letter "C" in front. Each cap cost approximately 70 cents. The Athletic Association advanced the money for them, and each Pepnocrat contributed 25 cents per year rental until they were paid for.

The Athletic Association then purchased 150 flash cards. One side of the card was red and the other white. They were used to spell out different words and make different designs. They had a very flashy effect, showed up well and could be waved in time with the band.

Each member of the section was also provided with a small megaphone made out of durable, heavy ply cardboard. Originally gray, the megaphones were given two coats of a scarlet red enamel, producing a glossy appearance. At a given signal, each student would pick up his megaphone, thrust it straight out in front of him, then to his right and finally in a sweeping motion back to his lips for the yell. All this produces two desired effects, flash and volume.

Juvenile skits

After experimenting with the aforementioned types of effects, we attempted another kind that was received even better than we had anticipated. By using youngsters about three or four years of age in a kind of pantomime or juvenile burlesque, we tried to tell a story based on a historical event or popular song, or upon something that the crowd would immediately recognize. We were fortunate in getting three juveniles who fitted our plans perfectly—two clever little four-year-old boys named "Skippy" McGinnin and Davey Friend, and beautiful three and a half-year-old Wanda Lane Perkins.

Our first attempt was a take-off on the song "Annie Doesn't Live Here Anymore." This we staged just before the main game between Franklin and Connersville. Directly in front of the Pepnocrat section was placed a door with the sign, "Home of Annie Victory." After a fanfare, Davey Friend appeared from the other end of the floor, dressed in a blue and white basketball suit exactly like that of our Franklin High School opponents. He walked the length of the floor and knocked on the door. One of the senior girls dressed as the mother came to the door and shook her head—Annie doesn't live there anymore. Davey slowly turned and walked back, cry-

ing as if his heart would break.

Then "Skippy" emerged, strolled down the floor and knocked. Again the mother came to the door. This time she nodded saying that Annie was home. You should have heard the "Ah's" from the crowd as Wanda Lane came out of the door, as pretty as a picture, dressed in a white sateen blouse and pleated scarlet skirt. She paused, bid her mother good-bye, then turned and curtsied to "Skippy" who in turn bowed low. She took his arm and they walked back up the floor while the spectators applauded vigorously. Story—Annie Victory refused the attentions of Davey Franklin, but instead accepted the company of "Skippy" Spartan, or a victory for Connersville over Franklin.

All the skits take but a few minutes and are enacted between the first and second games.

Planning the program

The Pepnocrats do not perform during the preliminary game, but spend most of their time distributing the flash cards, megaphones and caps. By the time the first game is over, they are all in their seats and ready to perform. Practice is held on Thursdays and Fridays after school, each practice session lasting about 30 minutes.

The program for each week is worked out by the Innovation Committee, the yell leaders and the sponsor. If the band has a part in it, the leader is given a copy so that there will be no delays or misunderstandings. For example, the Pepnocrats will yell, "SAY BAND—WHAT DO YOU THINK OF RUSHVILLE?" The band will then sound their sourest notes (and they can do that to perfection). Then the Pepnocrats will ask, "WELL—SAY BAND—WHAT DO YOU THINK OF CONNERSVILLE?" The band will respond with their best Sunday notes and the Pepnocrats will bark, "YEA, BAND—SOME TEAM—WOW!"

Following is a typical game program of the Pepnocrats:

1. After the band has paraded and formed before the student section, the Pepnocrats form the letter "C" and sing the school song.

2. Welcome visitor yell. "HELLO MUNCIE—HELLO MUNCIE—MUNCIE—WE SAY—HELLO!" Then spell the word "Muncie" with the flash cards.

3. Hello Connersville yell same as above with the spelling of Connersville.

4. Special act.

5. Flashing cards with the band. Under the directions of the leaders, a very pleasing act can be worked out by waving the cards in unison with the band music.

6. Action yells. Three or four good action yells are used at this time. The best results in cheering can be ob-

tained by pitching the voice low, forcing the sound through the teeth, cutting the words off short, and building each yell up to a climax ending with a word similar to "wow."

Another new part of our program has been the introduction of a Spartan shield, an exact replica of the original, as our school symbol. Heretofore we did not have any kind of a mascot or symbol and we chose the shield because Connersville is known as the Spartans to other schools. The shield is 2 ft. 6 in., by 4 ft. 6 in. and has a silver background and scarlet borders. On it, cut out of wood, are a bronze sword and torch, a Spartan head with a gold and scarlet helmet, a scarlet letter "C," and a white scroll with the word "Spartans" in scarlet. We take it along to all out of town games, reserving a special place for it close to the Pepnocrat section.

"We Don't Boo"

Above the Pepnocrat section we have a large sign 22 ft. long and 4 ft. wide which reads:

**Pepnocrats
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The above sign is the culmination of our efforts to rid our sports program of conduct that is unbecoming a basketball audience. Each year new problems arise to be solved, but the basis of our solution lies in the fact that the students have something to occupy their minds and that they have an important part in conducting our program. Quoting W. F. Fox, Jr., of the *Indianapolis News*, "Verily this is a basketball Utopia. Believe it or not, ladies and gentlemen of the basketball audience, they simply do not BOO in Connersville."

Junketeers Return

Last of the American track stars to return from a triumphant tour of the continent, Archie San Romani, ace miler from Kansas, and the lanky southern sprinter, Perrin Walker, docked late last month heavily laden with an assortment of trophies, medals and knickknacks.

Interviewed by the press, San Romani declared that the accepted world record of 4m. 6.8s. by Glenn Cunningham and the 4m. 6.6s reeled off by Stanley Wooderson in England wouldn't stand up before repeated assaults during the coming indoor season. He claimed he would have broken the world's record the day he was clocked in 4m. 8.4s. in Stockholm.

"They had two tapes stretched across the track, one at 1,500 meters and one at the mile, but I didn't know anything about it. I hit the first tape and came to a dead stop, thinking the race was over. I had to start all over again and that tape business was worth at least two seconds."

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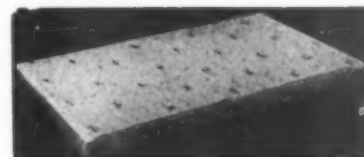
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New Books

PERSONAL HYGIENE APPLIED.
By Jesse Feiring Williams. Pp. 627.
Illustrated. Philadelphia: W. B. Saunders Co. \$2.50.

JESSE FEIRING WILLIAMS, of Columbia University, herein presents an old text in a new form, this being the sixth edition. The book covers the same ground as most hygiene texts. However, the method of presentation should prove very helpful insofar as the text presents a brief survey of the anatomical and physiological backgrounds of the different body systems before the hygienic aspect is covered. This is, of course, based on the premise that a knowledge of structure and function is necessary before a discussion of care can be intelligently undertaken.

The book is up-to-date in the presentation of everyday health problems. The appendix contains data that should prove very beneficial to the teacher, containing a compilation of communicable diseases from the standpoint of recognition, source of infection, mode of transmission, incubation period, prevalence, method of control, etc. The author also has listed a series of assignment topics and true and false questions based on the text.

All in all, the text should prove of value to the pupil and the teacher, as the material is sufficient in detail and well presented.

HYMAN KRAKOWER

ANATOMY AND PHYSIOLOGY OF PHYSICAL TRAINING. By Major R. W. Galloway, D.S.C., M.B., Ch.B., R.A.M.C. Pp. 182. Illustrated. Baltimore: William Wood and Co. \$2.50.

RECENT reports of health and development conditions of youth in England, revealed that a great number of children and young people were either undernourished or poorly developed. Since private enterprises seemed inadequate the government stepped in to try to improve conditions. Camps and playgrounds were organized, even pre-recruiting army camps were established and general interest in physical education strongly emphasized.

All these factors make the appearance of this little book timely and significant. It gives much needed material which can be covered in a short time. Major Galloway has some strong personal convictions which resulted in an impressive, although subjective, interpretation of the value of the various gymnastic procedures.

For instance he attaches too much importance to breathing exercises, especially for developing endurance.

Whereas physical educators generally agree that breathing exercises play a rather small role in physical education. Any physical exercise will involve respiratory gymnastics, therefore there is no particular need for isolated respiratory exercises.

He includes interesting tables for energy consumption in exercise, but it is difficult to follow them. After all, the expenditure will depend, not only on the type of exercise, but on the rate and intensity of it.

It is unfortunate that he did not indicate some better references. For instance, he should have mentioned the famous book by A. V. Hill, *The Living Machinery*.

On the whole, the book, in spite of its small size, gives much needed information in a well-written form. It is too elementary for use in the American schools of physical education but a practical physical director may profit by it, if he uses it as a mental brush.

PETER V. KARPOVICH

ARCHERY TODAY. By Harry McEvoy, Jr. Pp. 63. Oak Park, Ill.: The Broadhead Publishing Company. 50c.

EVEN a Wall Street tycoon is often perplexed when investing his good kopecks in athletic equipment. Here is a handbook on archery equipment that should prove a boon to all followers of the ancient sport. Divided into three sections, the 7½ in. by 5 in. paper-bound volume gives the reader a clear picture of what to look for in purchasing his bow (including bowstrings) and arrows. Thrown in for good measure is an abbreviated but excellent chapter on the art of shooting.

Mr. McEvoy's suggestions for saving time and money in the acquisition of good archery equipment probably will be heartily endorsed by battle-scarred veterans of the sporting goods counter.

SIX-MAN FOOTBALL. By Stephen Epler. Pp. 58. Illustrated—diagrams. The University Publishing Company.

STEPHEN EPLER'S handbook of six-man football for players, coaches and schoolmen is more than a mere recording of the rules. Prepared and distributed under the direction of the *American Boy* magazine, the paper-covered manual of modified football is replete with suggested coaching procedure and excellent diagrams of both offensive and defensive play. Thrown in for good measure are chapters on the development of the game and tips on getting started.

No one can ever accuse Stephen Epler of lacking drive or perseverance. His success with six-man football at the Beatrice, Nebr., High School prompted the author to compile the first set of rules back in 1935. Since then the author has waged an unceasing campaign by magazine articles and national surveys, for a more widespread adoption of abbreviated football. His latest article, "Recent Trends in Six-Man Football," appeared in last month's *Scholastic Coach*.



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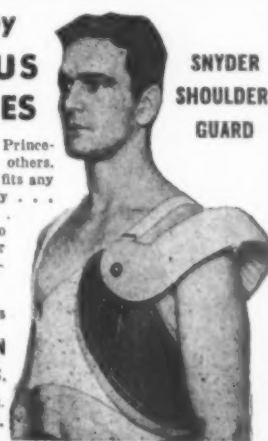
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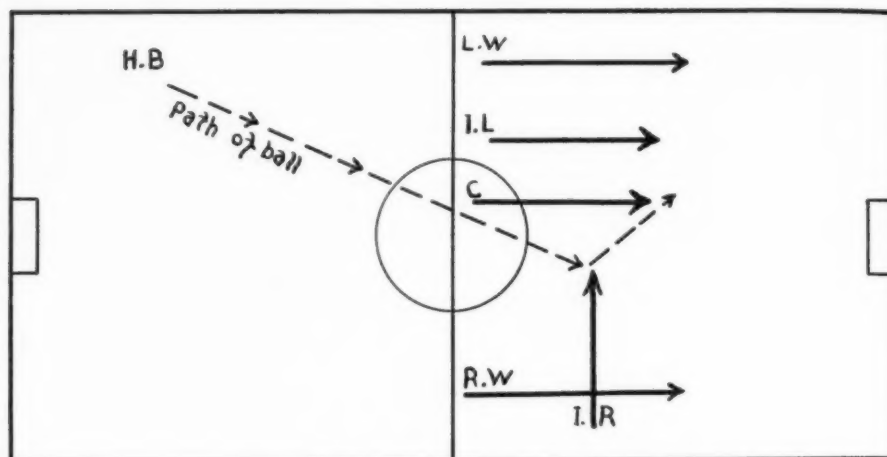
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Elements of Soccer

(Continued from page 14)



Diag. 3

plan of handing out slips of paper with sections of the field designated for each player to cover. (Diags. 1 and 2).

Take an individual player aside and show him just what happens when he is out of position. A wing encroaching on the territory of an inside man must travel out to reach a ball which he should have been able to trap standing still. Inside men who crowd the dribbling center are unable to take a pass because they are too close. Halfbacks who follow the forwards too closely or lag too far behind are continually beaten to the ball by opponents.

Probably one of the most effective methods to overcome this is the adoption of habit drills similar to those employed in basketball. Place your wing men deep in the corners and have fullbacks loop kicks to them until their play becomes automatic. Follow this up by having the wing drop another looping kick in front of the goal mouth. All this implies, to some extent, the value of the looping kick, an item which will be discussed later. The wings must acquire the habit of getting into the corners while still observing the fullbacks closely enough to remain onside.

If a coach can implant the worth of this offensive measure in his players, he has equipped his team with a sturdy attacking weapon. The play is too deep for the halves to check and when fullbacks start branching out to cover the corners there is certain to be plenty of unprotected ground in the goal area. In fact this play has a better chance to succeed here than in the middle of the field where the outside halfback may crowd the wing or hurry him sufficiently to spoil his part in the maneuver.

The drill in **Diag. 3** entails the permanent stationing of a forward line-man, either the wing or inside man, in his offensive half of the field, in advance of the other forwards but away from the fullbacks. The sideline is a good spot. He remains out of the play until one of his backs obtains clear possession of the ball, and then cuts across the field to receive the kick at a prearranged spot. Usually he must trap the ball with his back to his own goal and from this position pass to a teammate coming toward him. The play is not an easy one, especially for high school boys, but correctly executed it gives definite possession of the ball to the offense in scoring territory.

Many coaches overlook the fact that some players move out of their own territory not only to follow the ball but to aid a teammate who is hard pressed, or who is out of position himself. In high school soccer the center halfback often will hustle out to cover a wing who has evaded the outside half, only to leave his own center area free and unprotected. Position is everything in soccer, as it is in billiards.

Seldom do the wings on a smart and well-drilled team go into the goal mouth, except when the ball has been centered and they are following in. These outside men know that the ball will be lifted into their territory if the defense clears it from the middle and one of the halfbacks intercepts. Clever soccer players are well aware of the difficulties they will come up against in attempting to advance down the center where the defense has concentrated its strength.

Until old instincts are broken down, a squad composed of boys who have played football, basketball or baseball

will often resort to hand-play in stopping the flight of a ball. Yet curiously enough it is not handling the ball, but the illegal use of hands on opponents which causes a majority of penalties. Few high school coaches teach their players the correct shoulder charge which is sanctioned under the rules. Yet this charge is an essential part of the game.

It is not necessary for a player to leave his feet in a charge or to use his entire upper body. A carefully placed shoulder is more effective, especially if it is timed to catch an opponent off-balance. The use of the hip in this respect should be entirely eliminated as it is not effective and can be classed as dangerous play. The soccer charge has some of the elements of offensive line play in football. The hands and arms are kept out of the play and the major part of the burden is placed on the shoulders.

After several free kicks have been called against them for illegal hand play, the players committing the offense exercise extreme caution not to repeat the foul in further play.

Retaining possession

The moment the ball comes into possession of the average player his first reaction is to boot it down the field. If the ball is kicked near the opponents' goal line, he reasons, he can rush down, perhaps, and gain a shooting opportunity. Countless experiences wherein opposing backs calmly kick out of danger fail to bring home the fact that he is bucking a losing proposition.

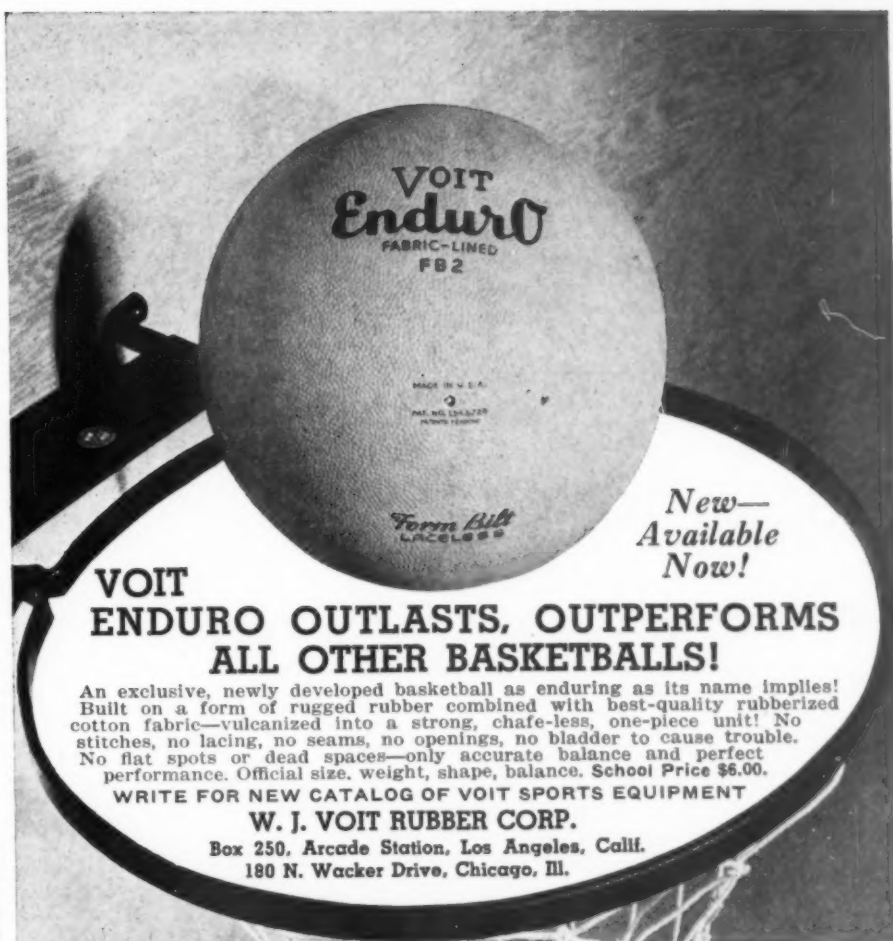
The importance of possession may be firmly implanted by providing the forward line with an opportunity to enjoy the thrill that comes from working the ball by skillful dribbling and passing through an opposing defense and on into the shooting area. Dribbling and passing drills are essential but even the faculty of perfect execution does not always clinch the possession idea that the coach is trying to put across.

Teamwork has a very important bearing on this phase of the game. Drills in which the linemen move up and down the field passing the ball across in front to the next in line, have some value.

The kicks

Before the coach starts work on the various kicks used in soccer, he must become familiar with the results on the ball and the action of the kicker's leg. Probably the most important fundamental of kicking is the correct knee snap which few high school players develop to any great extent. A ball contacted low spins skyward and carries the best distances; a higher placed kick revolves toward the ground and does not cover much distance.

Next month, the author will cover the various kicks and further fundamentals.



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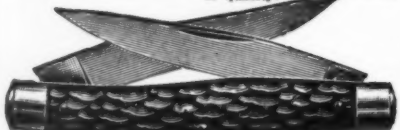
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From the States

(Continued from page 12)

until after the kick is made.

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be no field goals, naturally. Try for
points may be attempted by other
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P. F. NEVERMAN,
Wisconsin Intersch. Athletic Assn.,
Marinette, Wis.

Stuhldreher at clinic

OVER ninety high school coaches
attended the coaches' clinic spon-
sored by the Stevens Point H. S. ath-
letic department at Sunset Lake. Harry
Stuhldreher, coach of the University
of Wisconsin, opened the clinic with
a lecture on the balanced and unbal-
anced line. After speaking on the
Notre Dame system he touched upon
the forward pass. The forward pass, he
declared, is a powerful weapon if used
at the right time, but you must have
a good passer and boys who can deftly
pull them in. The pass thrown at
medium speed is better than the bullet
pass because it is easier to handle.

Pat Holmes, director of athletics at
Oak Park, Ill., High School, discussed
his physical education program. Hav-
ing a large field house, the school
holds gym classes with about 250 in
each class and five instructors in
charge. They stress correction work
and a game for everybody. Every stu-
dent in the school must pass in phy-
sical education and be able to swim
in order to graduate.

L. A. ERICKSON,
Wisconsin H. S. Coaches Assn.,
Shorewood, Wis.

Connecticut**Cross-country run**

THE cross-country run next month
will be the first athletic event to
be conducted on a state-wide basis this
year. The meet drew less than 100 run-
ners in 1932 when first inaugurated,
but last fall nearly 250 runners par-
ticipated.

It will again be staged on the Wes-
leyan University freshman course un-
der the direction of F. J. "Fritz" Mar-
tin, coach of track. If the field becomes
still larger it may be necessary to
separate the group into two classes, or
run the event in two heats against time.

Basketball plans

Plans for the annual basketball
tournaments, to be held next March,
are already being formulated by the
executive committee of the Confer-
ence. Last year for the first time, the
scheme of selecting eight outstanding
teams in each of three classes of
schools, was abandoned and an open-
to-all elimination program was car-
ried out. In many respects the plan
was both popular and satisfactory, but
the winning teams had a difficult role
to fill, particularly since two of them

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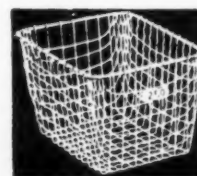
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went on to play a full round of games at the New England tournament in Portland, Maine.

There appears to be strong sentiment toward some plan which shall be mid-way between the former selective method and the wide open competition of last season; a plan which gives all teams of excellent rating and those of border-line ability, an equal chance to compete, but at the same time keeps the number of games within a reasonable limit.

WALTER B. SPENCER,
Connecticut Intersch. Ath. Conf.,
New Haven, Conn.

Texas

Practice in mountains

MANY high school teams did their pre-season practicing away from local gridirons. Some coaches drilled their squads in the mountains or hills of the state for two weeks, living under camp routine. Two outdoor practices and one skull session or lecture comprised a day's work. Most of the coaches interviewed on the combination camp-football practice idea seemed to value more highly the opportunities such a system provides for closer player-coach understanding than the actual physical work involved.

The average Texas football team this year is smaller than in the past. Of course McKinney with its 200-pound line is an exception but the majority of the teams are certainly smaller than their predecessors. This may be due to the ruling which forbids a boy to play if he is more than 18-years old before Sept. 1.

Even though teams are smaller this year they are more air-minded than ever. High school coaches are spending hours trying to develop a pitcher and catcher to bear the brunt of their aerial attack. The success of Sammy Baugh at T.C.U. and other stars of the state have caused this trend.

J. G. GOOBER KEYES,
Texas H. S. Football Coaches Assn.,
Lubbock, Tex.

Missouri

Basketball clinic

PLANS are now being formulated for the annual state-wide meeting of the coaches to be held this year in the field house at Columbia on Sat., Dec. 11, in conjunction with the annual basketball clinic. Don Faurot and George Edwards of Missouri University will conduct the clinic in which outstanding college and high school men of the state are expected to participate.

The coaches will gather for their annual session at a dinner in one of the downtown hotels. The entire group will be guests at the M. U.-St. Louis U. basketball game in the evening.

Over twenty-two coaches from all sections of the state attended the annual three-day football clinic at Co-

lumbia. Coach Don Faurot and his entire M. U. staff gave a comprehensive course on the game, covering everything in the way of offensive and defensive football and even including methods of training and publicity. The rule changes and interpretation meeting was conducted by Jack Matthews. Forty high school boys were used for demonstration work by the instructors.

Dues forthcoming

The membership dues of the Coaches Assn. for 1937-38 are now being collected. The dues have been increased this year from fifty cents to a dollar, which will be equally divided between the state and district organizations.

C. E. POTTER,
Missouri Coaches Assn.,
St. James, Mo.

New Jersey

Clinic plans for year

THE Coaches Assn. have completed plans for the year's entire series of clinics. The dates follow: Athletic Injuries, Oct. 7 at Bloomfield High; Football, Oct. 31 at Rutgers College; Basketball, Dec. 10; Swimming, Dec. 16; Basketball, Jan. 27; Track, Feb. 17; Baseball, Mar. 25 and Apr. 9; Rutgers' Clinic, Apr. (indefinite); Track, Apr. 9; Tennis, Apr. 22; Banquet and Annual Meeting, May 12.

John "Ox" Da Grosa demonstrated to the large group of coaches attending the first football clinic at Asbury Park, how he goes about organizing a

"green" high school football squad. The coaches were impressed with Da Grosa's deft method of imparting a simple system of offensive play.

CHARLES J. SCHNEIDER,
New Jersey H. S. Coaches Assn.,
Newark, N. J.

Idaho

Reciprocity agreement

A RECIPROCITY agreement is in effect with Oregon whereby athletic officials in that state are recognized as certified officials in Idaho, and officials from the latter state are granted the privilege of working games in Oregon.

W. O. Shurtliff former track coach at Idaho Falls, has transferred to Rupert where he will also be head coach. A. J. Malcolm is now located at Mulan after serving at Cottonwood. Ed Lacy has switched over from Rupert to Franklin High in Boise. John Norby, coach at Jerome last year, has entered the state law enforcement department. George Green replaced George Hjort at Burley, while Hjort is assisting Mel Ingram at Wallace. Percy Clapp, former assistant coach and physical education instructor at the University of Idaho, is now located at the Colorado State Teachers College.

The smaller schools of the state are now experimenting with six-man football.

E. F. GRIDER,
Idaho H. S. Intersch. Activities Assn.,
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Principal McGinnis and assistant-principal Eckley at Pontiac have arranged an attractive football and basketball program for their students and team followers. Several of the football games will be dedicated to certain prominent individuals or groups. The first important game is to be designated as "Henry Day" as a welcome to Wilbur Henry, the new football coach. In basketball the annual Pontiac tournament will draw outstanding teams of the state including Joliet, the 1937 state champion, and a number of the teams that were strong contenders for state championship honors. This tournament will provide the dopesters with statistics on which to base their state championship predictions for 1938.

Night football status

Night football games are still on the increase in Illinois. Most of the new fields that have been recently constructed provide for lighting systems. In the most popular type of layout there are five tall poles on each side of the field with a battery of four flood lights on each pole. The best lighted fields also have supplementary lights which are turned on the bleachers before and after the game and during intermissions. These supplementary lights are especially valuable in enabling the school authorities to keep some semblance of order among spectators. The attendance at night games in most of the larger cities is considerably better than when the games are played in the daytime.

In contrast to the success which the larger schools are having with night games a number of the smaller schools are having difficulty in paying expenses of night games. The lights are rather expensive and bulbs often burn out in inclement weather. Since the high-powered bulbs cost several dollars each, the cost of operating is often greater than the profits from the game. In a few cases, such as at Milford, the lighting system is being discontinued on account of the added expense.

H. V. PORTER,
Illinois H. S. Athletic Assn.,
Chicago, Ill.

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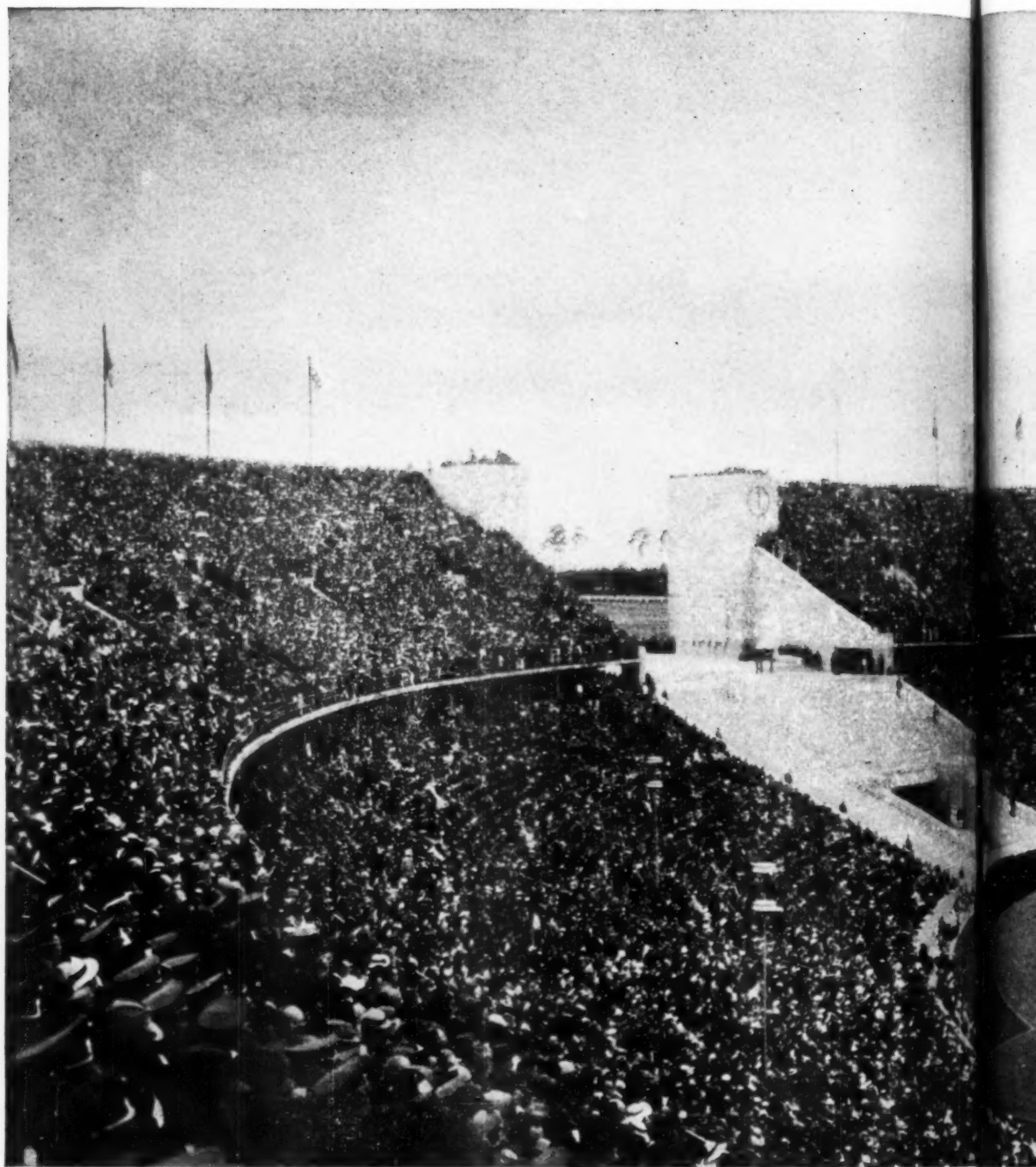
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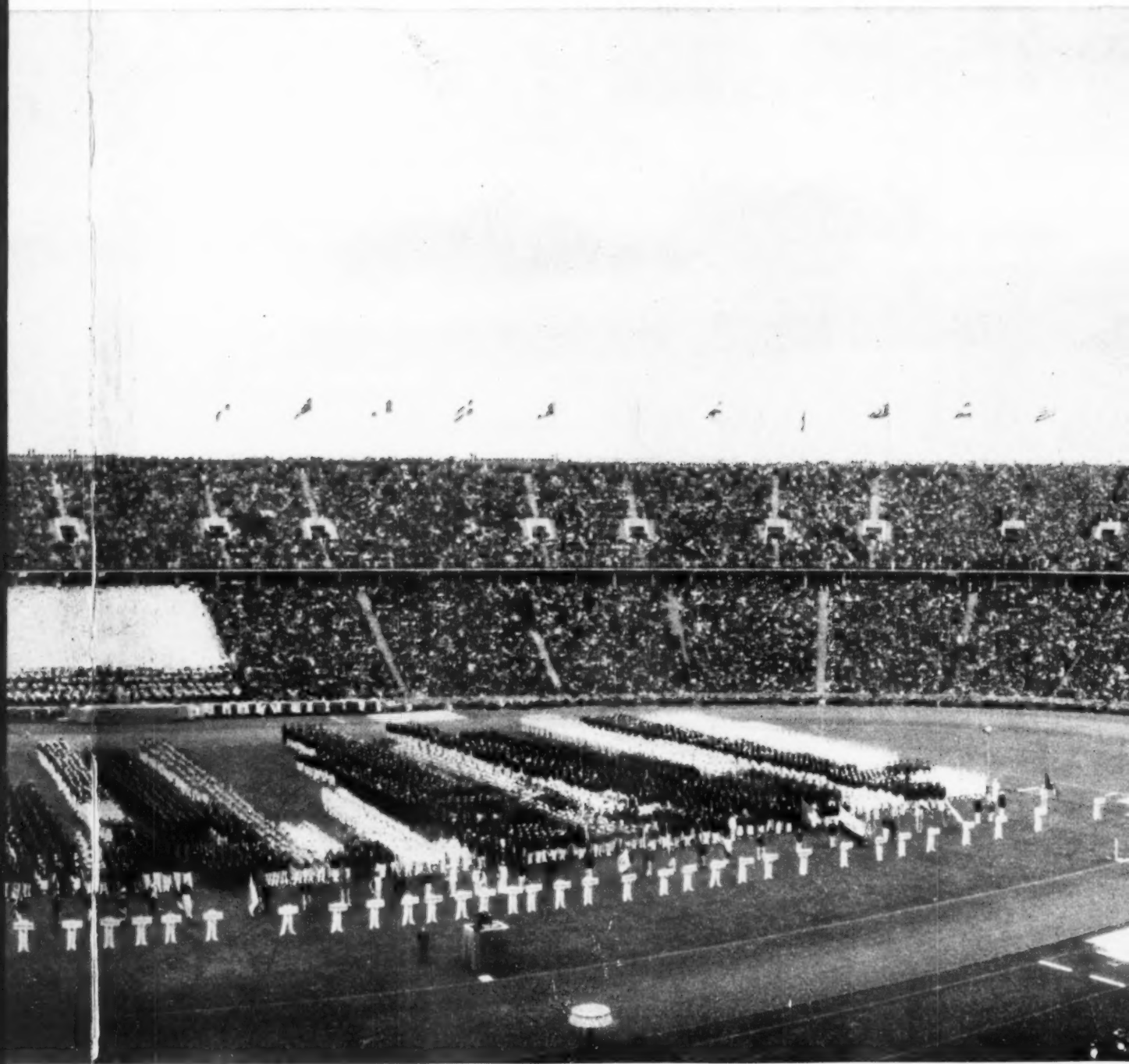
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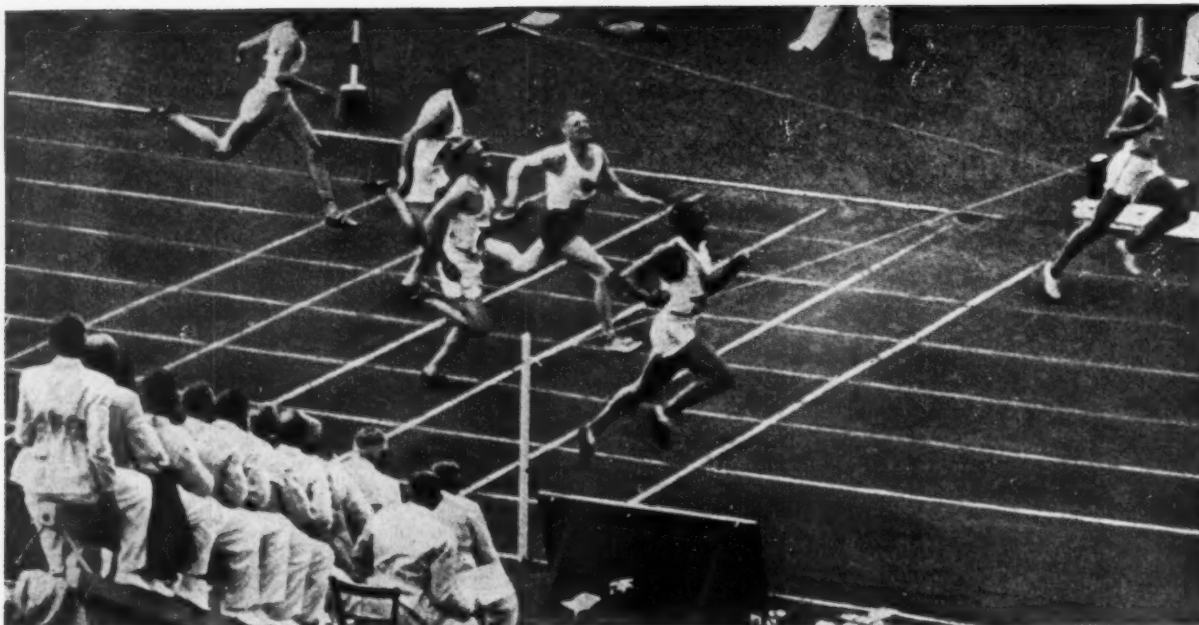
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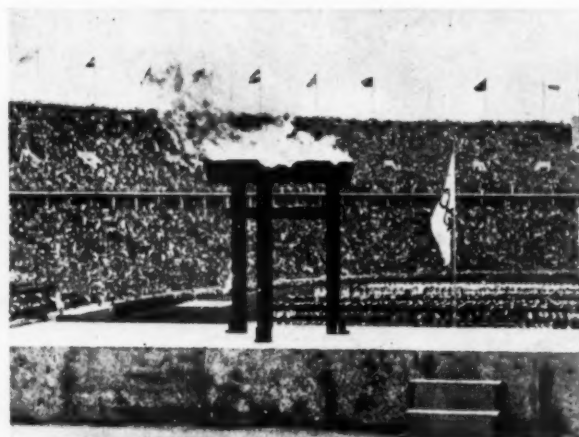
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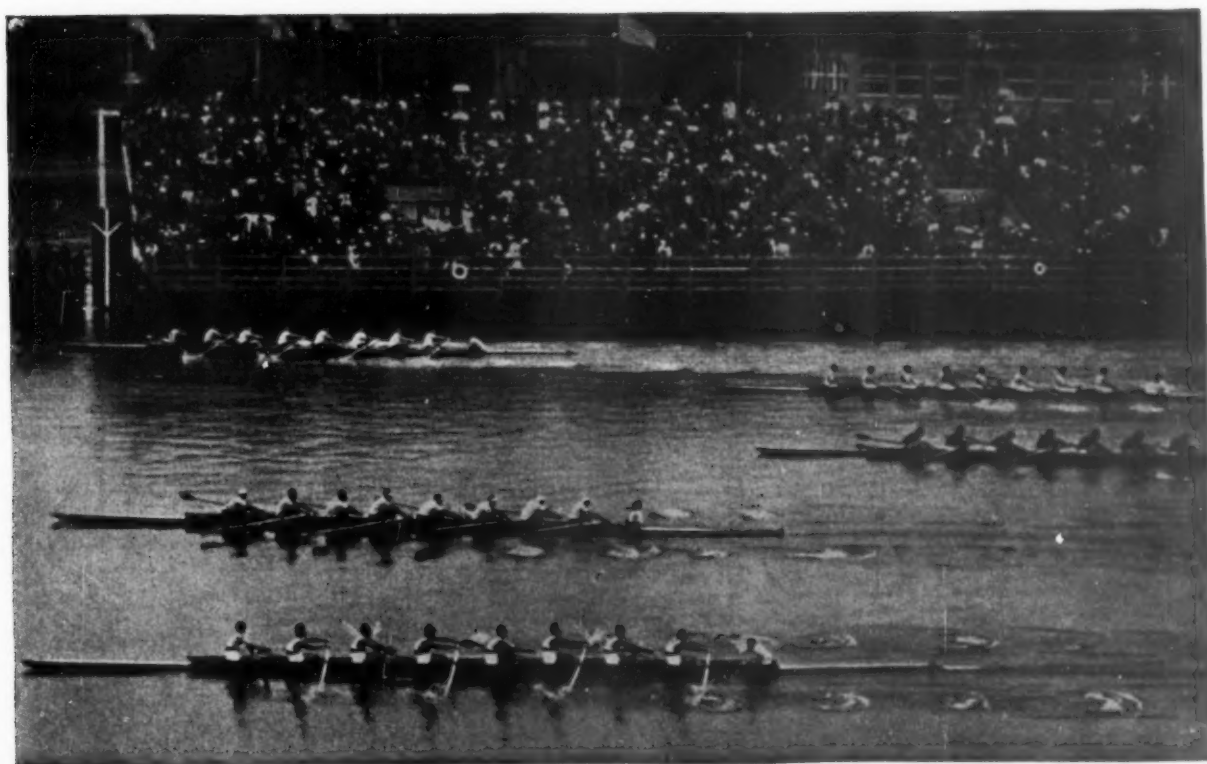
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Coach Dana X. Bible

TELLS HOW TO TRAIN FOR TOP EFFICIENCY ON GAME DAY



Dana X. Bible, Head Football Coach, University of Texas

THE ample and varied diet of the training season gives way, on game day, to a carefully selected and restricted diet. Before prescribing his pre-game regimen, however, the coach must allow for certain individual differences. Game day may find the phlegmatic type of boy almost indifferent to the excitement and with a football player's usual zest for food and plenty of it; while the highly emotional boy may find even the scanty fare too much to ingest.

The breakfast should be a very early one and can be more substantial than the actual pre-game meal. A well-balanced game day breakfast should include fresh fruit or fruit juice, a choice of cereal, a six-ounce tender steak, overdried toast and a glass of milk. A dry cereal with a sliced ripe banana and two soft boiled eggs along with toast and milk is another good breakfast.

I have used the following pre-game menu with most satisfactory results. Assuming that the game

is to be played at 2:00 o'clock, we have our last meal at 11:00. This meal simply consists of dry toast with apple butter, one poached egg on toast or a lamb chop, and a hot beverage. If the day is especially raw or cold, we add a hot consomme. A sliced orange will suffice for the players suffering from extreme nervousness or tension. If you insist on including vegetables in this meal, a baked potato with perhaps a side dish of peas constitute sufficient variety and quantity.

A schedule calling for a single meal at 10:00 o'clock may work out best for the players who cannot consume food at the pre-game meal. This menu may consist of a fruit juice, cereal, a lamb chop, or baked potato, dry toast and a hot beverage.

In concluding remember that strenuous exercise decreases the digestive functioning of the stomach when the exercise coincides with the great excitement produced by sports. So go rather sparingly with the victuals on game day.



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